DOCUMENT RESUME

ED 206 609	SP 018 848

TITLE	Technical Assistance Handbook for State and Territory Teacher Center Coordinators.
INSTITUTION	National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	81
CONTRACT	300-78-0408
NOTE	223p.; For related documents, see SP 018 841-842 and SP 018 844-847.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Administrator Role; *Agency Cooperation; Coordinators; Federal Aid; Financial Support; Information Dissemination; Linking Agents; *Program Development; Research Utilization; Resource Materials; Staff Development; State Boards of Education; *Teacher Centers; *Technical Assistance

ABSTRACT

The purpose of this handbook is to help state and territory teacher center coordinators find information, resources, and technical assistance that will benefit federally funded teacher centers and staff development efforts. Chapters contain descriptions of: (1) teacher center program development and proposal review in the states and territories; (2) dissemination activities; (3) technical assistance activities; (4) orientation of new teacher centers; (5) relationship of the Teacher Centers Program to the staff development scene; and (6) documentation of state educational agency roles and activities. Nine appendices contain documents that offer examples of different activities pertaining to the provision of technical assistance to teacher center coordinators. (JD)

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TECHNICAL ASSISTANCE HANDBOOK

FOR

STATE AND TERRITORY
TEACHER CENTER COORDINATORS

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SP 018 848

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Revised, 1980-81

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The work upon which this publication is based was performed pursuant to contract No. 300-78-0408 of the U.S. Department of Education. It does not, however, necessarily reflect the views of that agency.

PREFACE

The purpose of this handbook in technical assistance is to help State and Territory Teacher Center Coordinators find information and resources that will benefit federally funded Teacher Centers and staff development efforts in each state/territory. The handbook does not tell Coordinators how they must provide technical assistance to Teacher Centers, nor does it limit the scope and freedom of their mandated role.

The handbook was first published in February 1980. This first revision contains suggestions provided by State Coordinators and Advisory Board members, as well as updated materials and resources.

For additional copies, please contact Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center, 235 Promenade Street, Providence, RI 02908.

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INTRODUCTION

ROLE AND FUNCTION OF STATE/TERRITORY TEACHER CENTER COORDINATORS

The State/Territory Teacher Center Coordinator is designated by the Chief State School Officer and has three (3) responsibilities to the federal Teacher Centers Program mandated by regulations:

1. to conduct teacher center proposal review;
2. to provide technical assistance to federally funded Teacher Centers;
3. to disseminate information regarding results and products of federally funded Teacher Centers.

In order to compensate states for the required assistance, they receive $50.00 per teacher center application reviewed (if request is submitted to the federal Teacher Centers Program Office) and an amount equal to 10 percent of the total teacher center project funds awarded to the states/territories[1] to provide compensation for dissemination and technical assistance.

The letter from Dr. William Thomas Carter, Director, Division of Educational Systems Development, inviting all Chief State School Officers to appoint Teacher Center Coordinators, December 21, 1977, suggested that the individual would act as a liaison person for Teacher Centers and would "develop the strongest possible partnership with (the Chief State School Officer) in all aspects of program development and implementation".

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[1] The 10 percent is not deducted from the funded Teacher Center project's budget, but it does come from the total appropriation to the federal Teacher Centers Program. See current Regulations, Appendix A.

Fifty (50) State Coordinators have been appointed, as have Coordinators from the District of Columbia, and from the six (6) territories: American Samoa, Guam, Northern Mariana Islands, Puerto Rico, Trust Territories, and the Virgin Islands. They represent a variety of interests and responsibilities within the State agency ranging from responsibility for certification of teachers, coordination of staff development, responsibility for federal programs and proposal writing, and heading bureaus involved in subject content areas. A typical Coordinator might be involved with Teacher Corps projects, as well, and might be the State's delegate to the National Council of States on Inservice Education (NCSIE). In all states and territories (s)he wears many hats. In many State agencies the Teacher Center Coordinator has a key role in the total staff development efforts of his/her agency, whereas in some agencies (s)he is not primarily concerned with teacher education.[2]

In states such as California, New York, and Indiana with a significant number of federally funded Teacher Centers, the official Coordinator is aided by a staff person who works full-time with the Centers. In states like Tennessee and Michigan, the Coordinator is assisted by several other staff members who work as a team in serving Teacher Centers.

In many agencies such as in Washington, Tennessee, Illinois, and Kansas, a significant effort is made to involve other personnel in providing technical assistance to Teacher Centers, especially dissemination/state capacity building staff whose functions directly relate to the stated responsibilities of the Teacher Center Coordinator.

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[2] The National Teacher Center Resource Center has surveyed State/Territory Teacher Center Coordinators in order to develop a profile of roles. This profile is included as Appendix B to this Handbook.

The team efforts cited above all help to maximize understanding of the teacher center concept in the State agency, and tend to increase the total agency's commitment to the program.

Underlying the role for providing technical assistance to funded projects is the assumed responsibility for helping funded Teacher Centers to continue after federal funding ceases. It is, therefore, critical that the State agency understand the potential of Teacher Centers for providing staff development opportunities for professional educators.

QUALITIES OF AN EFFECTIVE COORDINATOR

In order to maximize the impact of Teacher Centers in a given state/territory, the Coordinator should have certain qualities:

- visibility and credibility: (S)he should be well known to leaders of the teacher bargaining agents, teacher educators, school administrators, and other decision makers.

- collaborative success: (S)he should have demonstrated the ability to work effectively with administrators, teachers, teacher educators, and teacher organizations in related activities within the State educational agency (SEA).

-- knowledge of the field of staff development: (S)he should be aware of staff development programs that relate to Teacher Centers in the state/territory such as those available in Special Education, Vocational Education, Nutrition Education, Bilingual Education, Basic Skills Program, Gifted and Talented, and Teacher Corps. (S)he should link Teacher Centers to these other programs whenever possible.

-- ability to institutionalize the teacher center process in the SEA: (S)he should have an understanding of the bureaus and internal workings of the State agency so as to be able to explain Teacher Centers to the appropriate agency leaders with programs that relate to Teacher Centers. (S)he should be able to link Teacher Centers with existing state resources. Linking activities should be geared not only toward short-term problem solving, but also toward the long-range goal of institutionalizing teacher centering as a primary way of delivering a variety of staff development activities in the state. (S)he should be able to relate Teacher Centers to state plans in staff development.

-- advocate for Teacher Centers: (S)he should have a positive approach to the concept and value of Teacher Centers and should support the program publicly.

-- supportive: (S)he should have the ability to communicate and work with people in a non-directive and open way.

-- initiative qualities: (S)he should take a leadership role in initiating ideas with Teacher Centers rather than just responding to stated needs.

-- awareness and sensitivity to the multi-cultural needs of the state population: Choices of resources, consultants, and materials suggested should reflect diversity of populations to be served.

Chapter 1

Teacher Centers Program Development and Proposal Review

Before a Coordinator can fulfill the responsibility of reviewing applications for federal teacher center funding, (s)he must conduct awareness activities so that interest in the concept of Teacher Centers will develop, and proposals will be written. (See Appendix C, a collection of statements on, "What is a Teacher Center?", by various center directors, for background.)

The following outline suggests how one might proceed to develop the climate in which Teacher Centers would come to be:

1. Notify all eligible applicants. In early fall, compose a letter announcing the availability of teacher center funds. Send it to each school superintendent and president of the bargaining units in the state/territory. Include in the letter information from the Federal Register describing the closing dates to the state and federal office, the amount of funds available for the year, and the program emphasis for the year. Describe the help that you can offer, include a copy of the Federal Register, and suggest that interested parties contact you. (See Appendix D for sample letters.)

2. Conduct awareness activities. Initiate a meeting of interested parties to review the originial Regulations and Law and to further outline teacher center program development and proposal deadlines.

3. Schedule assistance in proposal development and inform proposal developers of your role and timeline in the process. (For example, the following can be offered: training in grant writing, budget preparation, sample proposals, and federal critiques; explanation of federal (and any state) criteria, as well as indicators of meeting criteria; ongoing critiquing sessions; local review panel; editing; etc.)

4. Set up and conduct a formal review process with a timeline and explanation of logistics. Immediately after the proposals are reviewed by the State agency, conduct a formal review of all proposals. Develop a selection process for reviewers. (Consider using teachers, administrators, and teacher educators in the ratio of 3:1:1, the same ratio as the federal readers projected for 1981.) Develop a critique, and suggest changes (both substantive and editorial) to strengthen the proposals. Develop state/territory letter of recommendation to the United States Department of Education which will accompany the proposal, including ways to focus the readers. (See Appendix E for sample letters of recommendations and sample timetable for proposal development.)

After the review, the states and territories transmit the proposals (with their comments and recommendations) to the Secretary on the date indicated in annual Notice of Closing. (See the 1980 Regulations, Appendix A.)

The regulations go on to explain the procedures for appealing the state's recommendation and specifying in 240.23 the information that must be included in an application.

Chapter 2

Dissemination Activities

DISSEMINATION ACTIVITIES

The statute describes "disseminating information derived from funded Teacher Centers" as the State's responsibility. Section 240.21 of the 1980 Regulations (entitled Review of Applications by State Educational Agencies) states that the U.S. Secretary of Education will not approve a Teacher Centers Application unless:

> "the appropriate State educational agency has given assurance that it will provide technical assistance to each Center and will adequately disseminate information derived from the Center, including information on how the State educational agency will carry out the technical assistance and dissemination and a projected budget for those activities."

Section 240.33 of the Regulations further explains that the U.S. Secretary of Education will compensate State educational agencies for the cost of "disseminating information resulting from activities of funded Centers".

The mandated dissemination role, therefore, specifies the spread of information about Teacher Centers to local educational agencies (LEAs), institutions of higher education (IHEs), teacher professional organizations, and other groups.

According to a study performed by a Dissemination Analysis Group (DAG) to the Dissemination Policy Council of the Education Division of the Department of Health, Education, and Welfare, in 1974, "spread" is defined to mean "one-way casting out of knowledge in all its forms: information, products, ideas, and materials". Examples of activities that spread information might include:

- developing a series of video tapes on Teacher Centers;
- publishing and distributing a state teacher center newsletter statewide;
- providing training on how to disseminate information.

The other levels of dissemination defined in this DAG study include the following:

-- exchange: the two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions (eg. teachers from U.S. Department of Education (DOE) funded Teacher Centers acting as consultants in teacher center proposal development; networking among all Teacher Centers; conferences; workshops).

-- choice: the facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education (eg. matching resources to changing needs).

-- implementation: the facilitation of adoption, installation, and the ongoing utilization of improvements (eg. adopting teacher center practices; using the concept of policy boards having a majority of teachers in other staff development programs).

Activities conducted in these three levels of dissemination could be carried out under the technical assistance role of the State agency if deemed appropriate to federally funded Teacher Centers.

The Dissemination Resource Manual for State Teacher Center Coordinators[3] provides the following: 1) further information regarding perspectives on educational dissemination; 2) selected dissemination program descriptions (including the National Diffusion Network (NDN), State Dissemination Leadership Project (SDLP), Research and Development Exchange (RDx), etc.); 3) brief descriptions of national programs and projects that provide technical assistance in dissemination; 4) lists of national dissemination contacts; 5) a list of selected readings in the field; 6) information about funding sources; and 7) a glossary of terms.

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[3] For further information, see Dissemination Resource Manual for State Teacher Center Coordinators, prepared by the National Teacher Center Resource Center, Rhode Island Department of Education, 235 Promenade Street, Providence, RI 02908, revised, June 1980.

Chapter 3

Technical Assistance Activities

TECHNICAL ASSISTANCE ACTIVITIES

The statute provides that the U.S. Secretary of Education "shall ensure that there is adequate provision for the furnishing of technical assistance to...each funded Center. The State agency must be compensated for...its technical assistance services". Section 240.21 of the 1980 Regulations (entitled Review of Applications by State Educational Agencies) states that the U.S. Secretary of Education will not approve an application unless the State educational agency has given an assurance that it will provide technical assistance to each Center, including: how it will carry out the technical assistance, and a projected budget for those activities.

Section 240.33(c) (Compensation to State Educational Agencies) lists examples of allowable technical assistance expenses of State Educational agencies:

> "1) consulting services rendered at the teacher center site; 2) workshops and conferences to provide information to Centers (including an exchange of information among teacher centers); and 3) activities of the State educational agency to obtain information incidental and necessary to the provision of technical assistance to funded Centers in its State."

In the appendix to the Rules and Regulations that presents comments and responses to the 1978 Regulations, the response in Section 197.10 (provision of technical assistance) indicates that:

> "...nothing would preclude a State Educational agency from arranging for technical assistance to come from an institution of higher education or any other qualified agency or individual. The specific nature of the technical assistance will depend upon the needs of particular Teacher Centers, and upon the specific activities planned by State educational agencies to respond to those needs."

THE RELATIONSHIP BETWEEN THE STATE COORDINATOR AND LOCAL/IHE TEACHER CENTERS

-- open communication: It is suggested that successful working relationships depend upon open, two-way communication. An awareness and sensitivity to each others' concerns and constraints will help to develop a positive working relationship. State Coordinators, for example, are encouraged to be sensitive to the organizational structure of the Teacher Center in relation to the grantee. If the State communicates directly with the grantee, it would be wise to make policy boards aware of that direct communication. Equally important is a sensitivity of projects to state concerns. If projects are communicating directly with other State agency members, for example, they should inform the

Coordinator in case (s)he is documenting SEA services to Teacher Centers.

-- planning together: The flexibility inherent in the Regulations regarding the State's use of its reimbursement for technical assistance and dissemination services provides for creative use of the funds. The Resource Center encourages State Teacher Center Coordinators to discuss preliminary plans for using the funds with the projects early on (eg. the State's assurance and budget submitted along with the teacher center proposal). Explaining the rationale for these plans, as well as developing an ongoing process for considering the needs for technical assistance and dissemination identified by the directors and the policy boards of the federal Teacher Centers, will provide a basis for planning.

-- broker versus technical assistant: No State Teacher Center Coordinator should be expected to single-handedly provide the services identified by Teacher Centers. (S)he may choose to provide services in which (s)he has expertise. (S)he may, more frequently, act as a broker who, for example, finds the right consultant to conduct the specific workshop needed, or who arranges for a State dissemination specialist to provide training in developing audio visual materials. While acting as broker, the State Teacher Center Coordinator either looks to the State agency for resources, or seeks assistance from private sources, other Teacher Centers from other states, national sources and models, etc.

The remaining part of this chapter 1) cites a few examples of accessing SEA resources, and 2) provides suggestions for activities that might be provided by other sources.

ACCESSING STATE RESOURCES

Various bureaus and units in the State agency are involved in programs that may have specific ties with Teacher Centers: Basic Skills Programs, Special Education (PL94-142), Vocational Education, Title I, Title IVC, Gifted and Talented, Teacher Corps Projects, Career Development, and Community Education Projects.[4] (See Chapter 5 for a discussion of some of these programs.)

Other programs and funding resources specific to each state/territory exist as individual resources to be tapped for their benefit to federal Teacher Centers.

-- workshops and conferences for federally funded Centers and other staff development programs: A variety of activities that are designed to meet needs of federally funded Teacher Centers can also involve other non-federally funded Teacher Centers, staff development programs, and interested groups. During this interaction, other groups have the opportunity to learn more about Teacher Centers, while sharing information with the Centers.[5]

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[4] See 1981 Guide to Office of Education Programs, Government Printing Office, Washington, DC 20202, for additional ideas ($1.00 each).

-- National Diffusion Network (NDN): An NDN State Facilitator is located in each State. (See list of names in Chapter 4 of the Dissemination Manual.) This Facilitator can assist in making available tested programs that have been developed in local school districts or college settings, train teachers in their use, and provide follow-up support in the adoption of the program in their classroom. (NDN offers 166 programs in areas such as: adult education, alternate learning, bilingual/migrant education, career/vocational education, basic skills, special education, and others.)

-- state dissemination services: Teacher Center Coordinators can provide technical assistance in developing audiovisual materials, newsletters, and other dissemination materials by putting Centers in touch with the SEA dissemination unit and/or the SEA representative. (See list of names of SEA Dissemination Representatives in Chapter 4 of the revised Dissemination Manual.)

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[5] See Appendix F, a sample agenda from the California Third Annual Staff Development Linkage Conference, January 11-13, 1981, held for persons representing federal, state, and local agencies; held in Anaheim, California.

-- teacher center project report to the United States Department of Education (USDE) and USDE visits: Teacher Centers must compile interim and final financial status and performance reports to USOE.[6] SEAs may be called upon to assist in the completion of these reports. Also, individual State agencies may require special systems of reporting that should be explained to Teacher Centers. Federal project officers will be scheduling site visits to Teacher Centers. They will be notifying the State Teacher Center Coordinator of the visits so that (s)he can be present and/or help the project prepare for the visit.

-- technical questions: Federal Teacher Centers may have a variety of technical questions regarding such things as bylaw development, budget development, or copyrighting. Other SEA members may be of assistance in these matters.

ACTIVITIES IN THE FIELD

-- training: When requested by projects, training for teacher centers' staff and policy boards by State agency members or other consultants in areas such as:

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[6] See Appendix G for samples of USOE Teacher Centers financial and performance report forms.

- group process/management
- human relations
- conflict management
- proposal development and funding
- workshop delivery
- conference skills

-- needs assessment: Projects may request assistance in developing needs assessment instruments. The Resource Center has examples of needs assessment instruments submitted by other SEAs which are available upon request. It can put Teacher Center Coordinators in touch with other Coordinators who have offered needs assessment assistance as well.

-- evaluation: Teacher center projects may have written evaluation criteria and methods in their federal proposals. They may request SEA assistance in hiring consultants to perform the evaluation, in developing a sound self-evaluation instrument, and in providing information regarding models, forms, evaluative services, etc. (See appendix H for further information.)

-- documentation: Federal Teacher Centers are attempting to document their successes through a national effort based at the Syracuse Area Teacher Center (see Page 35 for further information). Teacher Centers may request assistance in participating in documentation training activities and documentation cluster meetings.

-- networking: Projects may wish to contact other Teacher Centers. The Teacher Center Coordinator can put the project directors in touch with the Teachers' Centers Exchange (see Page 35 for description) that can facilitate networking among federal and non-federal Teacher Centers.

-- attendance at teacher center meetings: State Teacher Center Coordinators are encouraged to attend teacher center policy board meetings and special project activities in order to learn more about the Centers and to assist in sensing needs.

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Chapter 4

Orientation of New Teacher Centers

ORIENTATION OF NEW TEACHER CENTERS

INTRODUCTORY ACTIVITIES

As soon as a State Coordinator learns that one of the applications has been accepted for funding by USDE, (s)he is encouraged to contact the policy board with a letter of congratulations.

The letter could also include a brief description of the technical assistance and dissemination role of the State agency and might suggest a time to meet.

Two types of meetings might be set up initially: one at the State agency to which project board and staff might come for the purpose of learning what resources are available through the SEA and show support for Centers in the whole agency; one at the site, to which the Coordinator comes for the purpose of learning more about the project and its initial needs. Assistance regarding hiring procedures and information on federal paperwork are examples of requests to be anticipated.

At an early meeting, it is suggested that the Coordinator explain his/her role and the assurance and budget submitted with the application. The Coordinator can describe his/her needs for some of the funds (eg. travel to National Teacher Centers meetings, workshops to bring Teacher Centers and other staff development program together, etc.). Project personnel can begin to express their needs for technical assistance and dissemination.

Visits to other teacher center sites might be suggested for policy board and staff, as well as reciprocal visits to the new Center.

ORIENTATION WORKSHOP

Continuation directors of other federally funded Teacher Centers might be invited to help the Coordinator plan an orientation for new Centers based on start-up needs. The "How To Series", developed by the AFT Teacher Center Resource Exchange, 11 Dupont Circle, NW, Washington, DC 20036 (Patricia Weiler, Director), provides suggestions for orientation workshops. A topic that continuation directors might wish to discuss is "What would have been helpful to me when the Center was getting off the ground?"

The orientation meeting agenda can be developed, consultants identified, and logistics discussed.

The orientation workshop could involve new and continuation project directors, s[illegible], boards, groups interested in developing Teacher Centers, local administrators, and SEA personnel who may work with the projects.

Content suggested for coverage in the orientation includes:

-- insights into the federal scene

- staff development trends
- explanations of cluster activities (Page 37) and four national technical assistance projects: AFT Teacher Center Resource Exchange (Pages 30-31), NIE/NEA Teacher Center Project (Pages 33-34), National Teacher Center Resource Center (Page 34 , and Teachers' Centers Exchange (Page 35)
- explanation of federal reporting forms and their deadlines (see Appendix G)
- visits by federal program officers

-- insights into the resources of the SEA

- role of the State Teacher Center Coordinator

- staff development trends/plans
- introduction of SEA resource people to explain their programs, funding procedures, how they will relate to Teacher Centers
- linkage of other statewide staff development programs with Teacher Centers

-- start-up problems and initial procedures

- hiring, personnel procedures, training of staff
- role of policy board, staff roles, training of policy board
- orientation of Teacher Center to the awareness and public relation suggestions
- fiscal concerns
- facility problems
- others identified by planning group

-- ongoing cooperative SEA/Center planning

- means for updating of activities (both state developments in staff development and project milestones)
- open system of two-way communications: telephone calls, frequency of visits, sharing of minutes, newsletters
- development of a process whereby teacher center staff and policy boards can identify needs throughout the year for the use of SEA technical assistance and dissemination funds

-- spotlight on successes of continuation centers and proposed program of new centers

Chapter 5

Relationship of Teacher Centers Program to the Staff Development Scene

RELATIONSHIP OF TEACHER CENTERS PROGRAM TO THE STAFF DEVELOPMENT SCENE

Teacher Center State Coordinators might want to become aware of several programs involving staff development components. They might also want to make Teacher Centers and other client groups aware of these programs. Aspects of these programs may relate to federal teacher centers projects, may provide ideas for additional sources of funding, or the basis for institutionalization. A few of the many programs are described below. (Updates of the handbook may include additional entries.) Teacher Center Coordinators are encouraged to pursue these and others as resources.[7]

SELECTED FEDERAL PROGRAMS WITH STAFF DEVELOPMENT COMPONENTS

PROGRAM AREA Adult Education

LEGISLATIVE AUTHORITY The Adult Education Act, Public Law 91-230, and all of its amendments through November 1, 1978 (Title XIII of Public Law 95-561).

DESCRIPTION Subpart G of the regulations describes eligible applicants for teacher training projects as any State or local educational agency or public or private nonprofit agency, organization, or institution. The SEA must establish its own criteria and priorities for administering teacher training projects and must include them in its state plan. Consideration must be given to adults who are least educated and most in need of assistance.

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[7] See also Analysis of USOE Discretionary Programs Having a Professional Development of Educational Personnel Component, by William L. Smith and Emily C. Feistritzer, USOE, Washington, DC, May 1978. (This book was distributed to each State/Territory Teacher Center Coordinator in 1978. Additional copies are available through the Resource Center.)

FUNDING Funds are allocated to the states on a formula basis and the States in turn fund programs based on need and resources available. Each state is required to match these federal adult education funds at the rate of 10 cents for every 90 cents of federal money.

Sec. 310 of the Law states that of the funds allocated to a state under Sec. 305 for a fiscal year, not less than 10 percent shall be used for special experimental and demonstration projects, and for training persons engaged, or preparing to engage as personnel, in programs designed to carry out the purpose of this title.

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PROGRAM AREA Basic Skills

LEGISLATIVE AUTHORITY Title II and Part B of Title IX, Elementary and Secondary Act of 1965, as amended by Public Law 95-561.

DESCRIPTION SEAs, LEAs and public or private agencies, organizations, institutions (including institutions of higher education) are eligible to apply for any of the three programs in the National Basic Skills Improvement component. Project proposals must address one or more of the four basic skills areas--reading, mathematics, oral communication, or written communication. (Documentation must be provided to show that all four areas are being addressed.)

Sec. 222 of the Regulations says that funds will be available to any state with an approved State plan. States must then use these monies to subgrant at least 70 percent to LEAs. Five percent may be used for administration, and the remaining 25 percent may go to LEAs or other eligible applicants (parent groups, etc.).

Sec. 224 of the Regulations, "State Leadership Program" describes the kinds of "training activities designed to prepare personnel throughout the state to implement programs which have been demonstrated in that state or other states to be effective in overcoming deficiencies in the basic skills, and to develop and implement statewide plans for improving the skills of children, youth, and adults in reading, mathematics, and oral and written communication".

FUNDING According to Sec. 223 of the Regulations, the total amount of grants for all activities (including any staff development activities) to a state will be "not less than the amount which bear the same ratio to the total amount available for a fiscal year as the number of school-age children (aged five through 17 inclusive) in that state bears to the number of such children in all states". (No state having an agreement with the Secretary, however, shall receive less than $50,000/Sec. 222 and $50,000/Sec. 224/fiscal year.)

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PROGRAM AREA Bilingual Education

LEGISLATIVE AUTHORITY Bilingual Education Act (Title VII of the Elementary and Secondary Act, as amended).

DESCRIPTION The Regulations (Part 123A(3) 123a.210-123a.230 describe State Educational Agency Projects for Coordinating Technical Assistance.

Projects described in 123a.410-123a.441 train personnel for bilingual education programs. Projects described in 123a.520-123a.553 assist institutions of higher education in increasing or developing their capability to provide degree granting bilingual education training programs.

FUNDING SEAs will receive financial assistance to coordinate technical assistance to programs of bilingual education, funded under the regulations within their respective states.

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PROGRAM AREA Comprehensive Plan for Coordination of Federal/State Funds for Pre/Inservice Education

LEGISLATIVE AUTHORITY Title IV of the Elementary and Secondary Educational Act (ESEA), Section 414(12), Public Law 95-561 and Title VB, Elementary and Secondary Act, Public Law 95-561.

DESCRIPTION Recipients of Title IV funds are required to submit a plan that "sets forth a comprehensive plan for the coordination of federal and state funds for training activities for educational personnel in the state including preservice and inservice training; which plan shall be developed with involvement of teachers, professional associations, institutions of higher education, and other interested individuals."

FUNDING LEAs may submit proposals and compete for funding of staff development activities as grantees for Teacher Center-like activities under Title IVC.

SEAs can apply for funding for staff development activities through Title VB. To receive such funding, SEAs must write staff development activities into their state plans.

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PROGRAM AREA Gifted and Talented

LEGISLATIVE AUTHORITY Part A, Title IX of the Elementary and Secondary Act (ESEA), Education Amendments of 1978 (Pub. L. 95-561, 92 Stat. 229.)

DESCRIPTION The Gifted and Talented Education Program provides assistance to meet the special educational needs of the Nations's gifted and talented children. Part A, the State Administered grant program, includes provisions governing federal financial assistance for professional development (leadership training and inservice training) for the purpose of start-up activities for local educational personnel in the administration of appropriate and comprehensive methods for the identification and education of gifted and talented children. Part B, the discretionary grant program includes training of personnel engaged in the education of gifted and talented children or supervision of such personnel. "Training" includes professional development, inservice training and leadership training.

FUNDING The 1981 federal appropriation is $6.280 million. Part A, the State Administered Grant Program, permits that an SEA may use up to 10% of its grant award on the activities of inservice training, statewide planning and coordination, administration and technical assistance. States shall use at lease 90% of the funds awarded to make competive awards to local educational agencies for projects including components for inservice training. Part B awards are made by the Secretary for a) For statewide activities grants to SEAs, b) For all other types of projects...to SEAs, LEAs, institutions of higher education, other public and private organizations, or combinations of the above.

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PROGRAM AREA Nutrition Education and Training

LEGISLATIVE AUTHORITY Child Nutrition Act, U.S. Department of Agriculture, Section 19, Public Law 95-166.

DESCRIPTION The regulations require that a needs assessment be conducted by states wishing to apply for nutrition education and training program funds. The goals and objectives of the state plans are to be based on the findings of the updated needs assessment and evaluations of previous year's plans. Plans are submitted and grants awarded in "the total grant to each SEA for each fiscal year for Program costs and administrative costs shall consist of an amount equal to 38 cents per child enrolled in public and non-public schools and institutions within the state during such year, but in no event shall be less than $75,000.

FUNDING $15 Million has been appropriated federally for fiscal year 1981 for nutrition education and training programs.

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PROGRAM AREA Special Education

LEGISLATIVE AUTHORITY Public Law 91-230, Education of the Handicapped Act, Part D.

DESCRIPTION Regulations governing the education of handicapped children (PL 94-142) require that each state submit an annual program plan which includes "a description of programs and procedures for the development and implementation of a comprehensive system of personnel development". This system is to include inservice training of general and special education instructional and support personnel. The inservice training must be based on an annual needs assessment. Teacher Centers, for example, could provide the inservice training.

FUNDING $55,375,000 has been appropriated federally in fiscal year 1980 for special education personnel development under Part D. (1981 figure not yet determined.)

In addition, provided there are matching funds, Part B monies may be used for staff development activities.

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PROGRAM AREA Teacher Corps

LEGISLATIVE AUTHORITY Title V, the Higher Education Act as amended in 1976, PL 94-482.

DESCRIPTION Grantees for existing Teacher Corps projects are local educational agencies and four-year colleges and universities. Teacher Corps projects have the following purposes:

- to strengthen education opportunities for children in low-income areas;
- to broaden teacher preparation programs;
- to improve training programs for teachers and education personnel.

Staff development activities of Teacher Corps projects must implement the problems of low-income pupils. And, there must be individualized plans for different teachers, aides, or other educational staff. Training must be field-based and should increase staff skill in individualizing instruction for pupils. Training programs must represent an improvement by IHE and LEA in delivering training to the staff.[8]

38

Ibid., p. 55-56

FUNDING $30,000,000 has been appropriated in fiscal year 1981 for Teacher Corps.

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PROGRAM AREA Vocational Education

LEGISLATIVE AUTHORITY Vocational Education Act of 1963 as revised by Public Law 94-482.

DESCRIPTION The regulations implementing this revision describe Vocational Education Personnel Training (104.771-104.776). States may use funds available under Sec. 130 of the Act to support such training programs that are in accord with the approved five-year State plan (for personnel training) and annual program plan for vocational education. "Training may be provided to persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors, and vocational guidance and counseling personnel". Training can include inservice for vocational education teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education programs (including those for disadvantaged, handicapped, of limited English-speaking ability).

FUNDING Vocational Education Personnel Training is an allowable expense under Sec. 130 of the Vocational Education Act.

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NATIONAL TECHNICAL ASSISTANCE PROGRAMS

The remainder of this chapter provides a series of excerpts from the revised Dissemination Resource Manual for State Teacher Center Coordinators, prepared by the National Teacher Center Resource Center. These excerpts give information on a few national technical assistance projects that will provide State Teacher Center Coordinators and teacher center projects with help. For further information and additional project listings, see the June 1980 edition of the Dissemination Resource Manual.

A. American Federation of Teachers (AFT) Resource Exchange

B. Dissemin/Action Program

C. Educational Resources Information Center (ERIC)

D. National Council of States on Inservice Education (NCSIE)

E. National Diffusion Network (NDN)

F. NIE/NEA Teacher Centers Program

G. National Teacher Center Resource Center (NTCRC)

H. Teachers' Centers Exchange

I. NIE Capacity Building in the State

A. **TITLE/ACRONYM** AFT Teacher Center Resource Exchange

CONTACT PERSON Pat Weiler, Director, AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, DC 20036 (202/797-4461).

MAJOR FUNCTION(S) Assist local AFT leaders in development of Teacher Centers; set up clearinghouse on resources on Teacher Centers at AFT national office; publish new training materials for teacher center leaders; establish state network for teacher center leaders.

DESCRIPTION Seminars and conferences are provided at the national, regional, and local levels for teacher leaders. The clearinghouse of resources at the AFT national office assists: a) participating teacher center projects in an idea exchange; b) teacher center leaders in sharing resources through quarterly mailings; c) teacher center leaders in planning activities by sharing a "people resource bank".

* * * * * *

B. **TITLE/ACRONYM** Dissemin/Action

CONTACT PERSON Judy Smith, Director, Dissemin/Action Project, 3705 South George Mason Drive, Suite C-4S, Falls Church, VA 22041 (703/931-4420).

MAJOR FUNCTION(S) 1) To assist personnel preparation projects in gathering data to show their credibility; 2) To assist personnel preparation projects in identifying the replicability of their practices, and to assist users in the field of identifying the replicability of practices they might adopt; 3) To assist personnel preparation projects, dissemination networks, and users in the dissemination of good training practices; 4) To provide information to the field on good training practices; on data gathering, replicability, and dissemination; and the state of arts in various areas of personnel preparation.

DESCRIPTION The project will proceed through extensive collaboration with many projects and professionals in the field, through direct on-site assistance to personnel preparation projects, and through an information systems clearinghouse.

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C. **TITLE/ACRONYM** Education Resources Information Center/ERIC

SPONSORING BUREAU/OFFICE Dissemination and Improvement of Practice, National Institute of Education (NIE)

MAJOR FUNCTION(S) Maintaining an education data base that is retrievable in over 625 locations throughout the United States; collecting, screening, organizing and disseminating reports and other materials; furnishing copies of educational documents at nominal costs; acting as an archive of educational literature; preparing interpretative summaries, research reviews and bibliographies on critical topics in education; serving information centers throughout the country; and answering information questions in order to provide access to valuable education information.

DESCRIPTION ERIC Clearinghouse staff are experts not only in their topical area, but in data base development and management. Advice and consultation are available on request pending available resources. In addition, Central ERIC has organized ad hoc technical assistance teams on request to state education agencies involved in state-based file development. Workshops on the use of ERIC also are available, as well as audiovisual aids to assist in training on ERIC use.

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D. **TITLE/ACRONYM** National Council of States on Inservice Education (NCSIE)

CONTACT PERSON James Collins, Director, NCSIE, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210 (315/423-4167).

MAJOR FUNCTION(S) The NCSIE was established to provide a way for State educational agencies to examine, discuss, and disseminate information about inservice education goals, training materials, and retraining strategies. In addition, it assists in fostering the development of innovative mechanisms for collaborative interaction among state departments, schools, universities, and professional agencies in developing quality teacher education programs; it facilitates the development of cooperative ventures in inservice education between and among State agencies; and it seeks to provide leadership at the national level in the design, development, implementation, and dissemination of programs for the effective delivery of inservice education.

DESCRIPTION The Council is composed of one representative from each member state and liaisons from selected educational organizations. As of November, 1979, the following states are members of NCSIE: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin. The following educational organizations are also represented on the Council: AACTE, AASA, AFT, ATE, NEA, Teacher Centers, and Teacher Corps Networks.

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E. **TITLE/ACRONYM** National Diffusion Network (NDN)

CONTACT PERSON Lee Wickline, Director, Division of Educational Replication, 400 Maryland Avenue, SW, Trans Point Building, Room B-448, Washington, DC 20202 (202/245-2257).

MAJOR FUNCTION(S) Providing information and services to help local educational agencies effect program improvement by adopting or adapting exemplary programs developed in other states. The programs, developed with federal funds, were validated by the DE Education Division's Joint Dissemination Review Panel.

DESCRIPTION The NDN attempts to meet the needs of school-age children and those who work to improve their education. The goal is to solve local educational problems more swiftly, efficiently, and economically. Nearly 200 exemplary programs in most subject areas are available through NDN linkers, called State Facilitators. Developers/Demonstrators (those who created the exemplary programs) provide information, materials, training, and other technical assistance to districts wishing to adopt/adapt these alternatives. The NDN works closely with a number of federal programs and their state counterparts such as ESEA Title I and IVC Coordinators, Right to Read, and Follow Through.

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F. **TITLE/ACRONYM** NIE/NEA Teacher Center Project

CONTACT PERSON Sonja Nixon, Staff Associate, NIE/NEA Teacher Center Project, 1201 16th Street, NW, Room 621, Washington, DC 20036 (202/833-4118 or 4119).

MAJOR FUNCTION(S) Assisting in the developing, establishing, and operating of Teacher

Centers, including: assistance in proposal writing for Department of Education funding; culling the literature and creating print and audio-visual materials; providing a linkage between teacher center theory and rationale, and implementation and practice; examining teacher involvement in decision-making on policy boards; examining effective and creative ways of utilizing released time for teachers.

DESCRIPTION Assistance provided to funded and non-funded teacher center sites in accessing information and expertise through regional workshops, local site visits, creation of print and audio-visual materials, and networking participating sites with other interested parties. Project is developing a link with regular NEA activities: teacher center organizing, inservice, communications, and research.

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G. **TITLE/ACRONYM** National Teacher Center Resource Center (NTCRC)

CONTACT PERSON Margaretta L. Edwards, Assistant Director,
National Teacher Center Resource Center,
235 Promenade Street, Providence, RI 02908
(401/277-6834).

MAJOR FUNCTION(S) The Resource Center exists to help State agencies fulfill their threefold responsibility to Teacher Centers. The responsibilities are described in federal regulations as follows: 1) to conduct a review of all teacher center applications, make comments thereon, recommendations, and transmit applications to the U.S. Commissioner; 2) to provide technical assistance to each Center; 3) to adequately disseminate information derived from the Teacher Center, including information on how the State educational agency will carry out the technical assistance and dissemination, and provide a projected budget for the activities.

DESCRIPTION Examples of activities provided by the Resource Center include: 1) developing workshops and resources to meet needs identified by funded and non-funded State Coordinators as critical to fulfilling their stated responsibilities; 2) maintaining liaison and communication regarding teacher center activity among State Coordinators, teacher center projects, federal officials, representatives of national agencies involved in staff development, professional organizations, higher education, and others; 3) answering specific requests and matching resources whenever possible.

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H. TITLE/ACRONYM Teachers' Centers Exchange

CONTACT PERSON Lorraine Keeney, Associate Director, Teachers' Centers Exchange, 1775 Church Street, NW, Washington, DC 20036 (202/332-1494).

MAJOR FUNCTION(S) Facilitating the exchange of information, expertise, and mutual help among Teacher Centers, other organizations, and individuals concerned with teachers' professional growth; providing mini-awards for face-to-face exchanges; publishing information materials; holding conferences dealing with issues of concern to Centers.

DESCRIPTION More than 300 potential, beginning, and well established Teacher Centers in the United States participate informally in an interactive information and resource-sharing network, which also includes other organizations and individuals interested in teacher centering as an innovative form of staff development. The network is characterized by common premises and purposes. A shared premise is: "Teachers must be more than technicians; they must continue to be learners. Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and classroom; and welcome teachers to participate in the design of professional development programs." Common purposes among this network of Centers are to run inservice programs which respond to teachers' own definitions of their continuing learning needs; to provide an environment where teachers may come to work on materials or projects for their classrooms; to advise and assist teachers in their schools.

* * * * * *

I. TITLE/ACRONYM State Dissemination Grants Program, Capacity Building Projects

CONTACT PERSON Individual state projects. (See Part IV, pp.32-34 of the revised Dissemination Resource Manual for a complete list.)

MAJOR FUNCTION(S) The State Dissemination Grants Program is designed to support activities that develop the capability or readiness of a State education agency, to coordinate dissemination activities, and to provide information and technical assistance services. Capacity building grants support State agency efforts to build comprehensive or generalized dissemination services in the areas of resources, linkage, and leadership.

DESCRIPTION Available assistance varies from state to state, but, in general, both human and material resources can be either brokered or provided to requesting educators within each project's state, depending on available resources, tapping the capabilities within the State agency, or residing within the state's educational community. In addition to dissemination and technical assistance, general education matters usually are addressed through publications, workshops, media, and individual consultations.

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Chapter 6

Documentation of State Educational Agency SEA Role and Activities

DOCUMENTATION OF STATE EDUCATIONAL AGENCY SEA ROLE AND ACTIVITIES

The development of Teacher Centers is being documented nationally by the Syracuse Area Teacher Center in order to: 1) help projects understand and improve teacher center activities, services, and resources that are made available to teachers; 2) provide information to Teacher Centers Program officials so they can explain the program to others and build a data-based foundation of support; 3) provide information to professional educators desiring to improve practice in the overall field of inservice teacher education.[9] This effort focuses on documenting the activities and results of the Centers.

The documenting of state activities is important, as well, if one is to improve delivery of those proposal review, technical assistance, and dissemination services to Centers.

In 1978-79, State Coordinators' activities were documented by surveys conducted by the National Teacher Center Resource Center[10] and in some teacher center clusters. In 1979-80, the Resource Center sponsored a pilot documentation effort involving interested funded State/Territory Teacher Center Coordinators, October 1, 1979, through May 31, 1980.

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[9] Purpose of teacher centers project documentation paraphrased from Page 1, Documenting Teacher Centers--Report of a Field Test, by Sam J. Yarger and Sally K. Mertens, Syracuse Area Teacher Center, Syracuse University, Syracuse, New York, August 1979. Other resources developed by Yarger and Mertens include: The Help Book, for Teacher Centers Program Documentation, Fall 1979; and A Content Analysis of the First Teacher Centers Program Proposals, February 1980.

[10] See Report on Survey of Funded State/Territory Teacher Center Coordinators' Activities 1978-79, National Teacher Center Resource Center, Rhode Island Department of Education, Providence, Rhode Island, June 1979.

Twenty-seven participating states recorded critical information that described activities conducted while fulfilling the three primary responsibilities to the Teacher Centers Program outlined on Page 1 of this handbook.

The purposes of the pilot documentation of state/territory support services were:[11]

- to describe activities of the states/territories in assisting teacher center projects;
- to promote an understanding and sharing of information about the types of assistance being provided by states/territories to local Teacher Centers;
- to provide a vehicle for states/territories to report to their various constituent groups;
- to ensure that information is available which may support a continuing technical assistance role for states/territories with respect to Teacher Centers.

The results of this pilot effort were published in a final report entitled, The State Role: A Documentation Report of State and Territory Activities with Teacher Centers[12] by Janice M. Baker, for the Resource Center in July 1980.

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[11] See Guidelines for Documenting Teacher Center Activities of State/Territory Coordinators, by Janice Baker, prepared for the National Teacher Center Resource Center, Rhode Island Department of Education, Providence, RI 02908, December 1979.

[12] See The State Role: A Documentation Report of State and Territory Activities with Teacher Centers, Executive Summary, by Celeste P. Bilotti, prepared for the National Teacher Center Resource Center, Rhode Island Department of Education, Providence , RI 02908, July 1980. (Appendix I)

An executive summary of that report was also published by the Resource Center in July 1980, and was distributed to all State and Territory Teacher Center Coordinators, as well as to United States Department of Education officials. (A copy of the executive summary is included here under Appendix I.)

The 1980-81 documentation effort being conducted by the Resource Center is building upon the results and findings of the pilot effort. Thirty-nine (39) of the forty-four (44) states/territories having federally funded Teacher Center projects are participating by documenting all Teacher Centers activities that are totally or partially funded by the federal Teacher Center "10%" to the States.

It is anticipated that a final report on these 1980-81 activities will be available by August 1981.

Appendix A

federal register

Thursday
January 29, 1981

Part IV

Department of Education

Office of Elementary and Secondary Education

Teacher Centers Program

DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

34 CFR Part 240

Teacher Centers Program

AGENCY: Department of Education.

ACTION: Correction, final regulations.

SUMMARY: Technical corrections are made to the final regulations published for the Teacher Centers Program on December 8, 1980 (45 FR 80968–80993). The corrected regulations and a portion of the preamble are reprinted in full.

FOR FURTHER INFORMATION CONTACT: Dr. A. Bruce Gaarder, Room 2010, 400 Maryland Avenue, S.W., Washington, D.C. 20202. Telephone (202) 472–5502.

SUPPLEMENTARY INFORMATION: On December 8, 1980, the Department of Education republished the regulations for its Teacher Centers Program with several changes mandated by the Education Amendments of 1980, Pub. L. 96–374.

Our proofreading of the regulations as published revealed several typographical and other errors, including an incorrect statement that institutions of higher education are eligible for grants to plan and establish, as well as operate, teacher centers. These errors have been corrected. Changes have been made to reflect the normal rhythm of English sentences; and certain provisions that duplicate existing general regulations have been eliminated.

For the convenience of Teacher Centers applicants, the regulations and large portions of the preamble are republished here in corrected form.

Dated: January 22, 1981

Stewart A. Baker,

Deputy General Counsel for Regulations and Legislation.

(Catalog of Federal Domestic Assistance No. 84.006, Teacher Centers Program.)

1. On pages 80988–80989, the section entitled "Supplementary Information" is revised to read as follows:

A. Statute as Originally Enacted

Section 532 of the Higher Education Act of 1965 (the Act) as enacted by the Education Amendments of 1976 (Pub. L. 94–482), authorized the Commissioner of Education (now the Secretary) to make grants to local educational agencies (LEAs) to assist them in planning, establishing and operating teacher centers.

The statute also authorized the Commissioner (now the Secretary) to use ten percent of the program's funds to make grants to institutions of higher education (IHEs) to operate teacher centers.

The program statute defined "teacher center" as a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers with the assistance of such consultants and experts as may be necessary, may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable them to meet their students' educational needs better.

A key innovation feature of the statute is the provision that each teacher center shall be operated under the supervision of a teacher center policy board. The majority of the policy board must be representative of the elementary and secondary classroom teachers to be served by the center and must fairly reflect the make-up of all school teachers, including special education and vocational education teachers. The statute also provided that the teacher center policy board shall include individuals representative of, or designated by, the school board of the LEA served by the center and at least one person representative of or designated by the IHE (with departments or schools of education) located in the area.

The statute specifies that each applicant must submit its application through the State educational agency (SEA) of the State in which the applicant is located. Only applications recommended by the appropriate SEA may be approved by the Commissioner (now the Secretary).

A notice of proposed rulemaking for the Teacher Centers Program, inviting public comment, was published in the **Federal Register** on June 13, 1977. On January 11, 1978, the U.S. Office of Education published final regulations to implement the program (43 FR 1762).

Those January 11, 1978 final regulations—

- Broadly defined the term "site."
- Described the allowable activities of a teacher center.
- Clarified the teacher center's obligation to serve non-public school teachers.
- Listed the eligible categories of participants in teacher center activities.
- Broadly stated the teacher center policy board's authority in a definition of the term "supervision" and by a provision requiring the board to participate fully in the preparation of, and to approve, the application.
- Defined "teacher" narrowly, with respect to the selection of teacher representatives constituting the majority of the teacher center policy board, to include only regular, fulltime classroom teachers engaged in teaching elementary and secondary school students.
- Indicated that the teacher representatives on the policy board must fairly reflect the makeup of all teachers in the area to be served.
- Provided options for selecting the teacher representatives to the policy board.

B. Statutory Changes

1. Education Amendments of 1978

As enacted by the Education Amendments of 1976, (Pub. L. 94–482) the original version of the Teacher Centers Program statute provided that an applicant that was dissatisfied with the recommendation of the SEA regarding its application under the Teacher Centers Program could petition the Commissioner (now the Secretary) to request further consideration of the application by the SEA. However, the Commissioner was not compelled to request further consideration, and the SEA was not compelled to honor such a request.

Section 532(c)(2) of the Teacher Centers Program statute, as amended by the Education Amendments of 1978 (Pub. L. 95–561), significantly changed the appeal process. Under the present statute the Secretary must—upon receipt of a petition from a dissatisfied applicant—request that the SEA give further consideration to the application. In addition, Section 532(c)(3) of the current statute specifies that the SEA must then transmit the application to the Secretary along with the comments and evaluation of the SEA.

2. Education Amendments of 1980

The Education Amendments of 1980 (Pub. L. 96–374) recently amended the Teacher Centers Program statute to provide that—

- At least one applicant in each State must receive a grant for the establishment of at least one teacher center.
- Educational service agencies are eligible for grants to plan, establish or operate teacher centers.
- Teacher centers must be developed "where desirable in collaboration with one or more institutions of higher education which serve teachers."
- "The use of technology and telecommunications" is included as an allowable area of curriculum development.
- "Testing" is included as an allowable focus of inservice training.

- Each teacher center policy board must include, "where appropriate, a teacher of bilingual education."

C. Overview of These Regulations

These new regulations for the Teacher Centers Program are issued to implement the changes in the program that were made by the Education Amendments of 1978 and the Education Amendments of 1980.

The regulations are being issued at this time in order to have up-to-date regulations in place prior to inviting applications for fiscal year 1981 grants under the program.

These final regulations differ from the final regulations that were published on January 11, 1978 in the following respects:

- They are organized in conformance with the Department's standard format for regulations for discretionary grant programs.
- Section 240.22 of these regulations implements the new appeal process that was added by the Education Amendments of 1978.
- Section 240.32 of these regulations implements the requirement, added by the Education Amendments of 1980, that at least one applicant in each state must receive a grant for the establishment of at least one teacher center.
- Several other provisions in these regulations (e.g., § 240.2, § 240.5, § 240.12, and § 240.13) contain new language implementing changes resulting from the Education Amendments of 1980.
- The evaluation criteria in § 240.31 reflect the applicability of standard evaluation criteria in the Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 75 (Direct Grant Programs).

D. Waiver of Proposed Rulemaking

In accordance with Section 431(b)(2)(A) of the General Education Provisions Act (20 U.S.C. 1332(b)(2)(A)), it is the practice of the Department of Education to publish regulations in proposed form and to offer interested parties the opportunity to comment on those proposed regulations.

However, these new regulations for the Teacher Centers Program do not differ in any substantive way from the final regulations for the Teacher Centers Program published on January 11, 1978, with the exception of the few places where they implement changes in the Teacher Centers Program that were made by the Education Amendments of 1978 and the Education Amendments of 1980. The only other difference between the final regulations that were published on January 11, 1978 and these regulations is that these regulations are organized in conformance with the Department's standard format for discretionary grant regulations. These new regulations are being published at this time so that regulations implementing the statutory changes will be in effect in time to avoid delays in selecting teacher center projects for funding during fiscal year 1981. Thus, while these regulations implement the statutory changes in the Teacher Centers Program, they do not reflect any changes in the Department's policies or administrative practices concerning the program.

For the reasons discussed above, the publication of these new regulations for the Teacher Centers Program as a notice of proposed rulemaking would be impracticable and contrary to the public interest, under 5 U.S.C. 553(b), if grants are to be made in a timely manner for fiscal year 1981. Therefore, these regulations—which do not differ substantially from the final regulations for the Teacher Centers Program that were published on January 11, 1978, except to reflect statutory changes—are published as final regulations.

On November 14, 1980, the Secretary published a notice in the **Federal Register** of the Department's intent to publish regulations necessary to implement the Education Amendments of 1980. In that notice, the Department listed the existing regulations affected by the new law and requested comments whether those regulations required information that is already being gathered by or is available from any other agency or authority of the United States. The regulations in this document are based on regulations listed in the November 14 notice. Based on any comments received and the Department's own review, it has been determined that the regulations in this document do not require information that is already being gathered by or is available from any other agency or authority of the United States.

The Department may publish proposed regulations for the Teacher Centers Programs within the next few months. Unlike these final regulations, those proposed regulations: (1) would not apply to grants that are made for fiscal year 1981; (2) would include policy and administrative changes designed to improve the program; and (3) would be subjected to public comment. We are interested in receiving suggestions from interested persons concerning how these regulations may be improved and whether there is a need for revised regulations in the future. These suggestions should be sent to Dr. A. Bruce Gaarder, U.S. Department of Education, Room 2010, 400 Maryland Avenue, SW, Washington, D.C. 20202.

E. Citations of Legal Authority

A citation of statutory authority is placed in parentheses on the line following each substantive provision of these regulations. References to "section" in the citations of authority following the provisions of the regulations refer to sections of the Higher Education Act of 1965, as amended.

2. On pages 80989–80993, Part 240 is revised to read as follows:

PART 240—TEACHER CENTERS

Subpart A—General

Sec.
240.1 What is the purpose of the teacher centers program?
240.2 Who is eligible to receive grants?
240.3 Who is eligible to be served by a teacher center?
240.4 What regulations apply to this program?
240.5 What definitions apply to this program?

Subpart B—What Kinds of Projects Are Assisted Under This Program?

240.10 What types of projects are assisted?
240.11 What area is served by a teacher center?
240.12 What activities may a teacher center perform?
240.13 How is the teacher center policy board formed?
240.14 How are the funds distributed among applicants?
240.15 What costs are allowable?

Subpart C—How Does One Apply for a Grant?

240.20 Where and to whom must an applicant submit its application?
240.21 What is the role of SEAs reviewing applications?
240.22 What are the procedures for appealing the SEA's recommendation?
240.23 What information must be included in an application?

Subpart D—How Does the Secretary Make a Grant?

240.30 How does the Secretary evaluate an application?
240.31 What are the evaluation criteria?
240.32 Is at least one teacher center supported in each State?
240.33 For what services are SEAs compensated?
240.34 What amount of compensation do SEAs receive?

Authority: Section 532 of Title V-B, of the Higher Education Act of 1965, as enacted by Section 153 of the Education Amendments of 1976 (Pub. L. 94-482), and amended by Section 1321 of the Education Amendments of 1978 (Pub. L. 95-561) and by Section 503-504 of the Education Amendments of 1980 (Pub. L. 96-374).

Subpart A—General

§ 240.1 What is the purpose of the Teacher Centers Program?

The purpose of the Teacher Centers Program is to meet the professional needs of teachers as defined by teacher center policy boards, thus enabling teachers to meet their students' educational needs better by—

(a) Providing financial assistance to local educational agencies (LEAs) and educational service agencies for planning, establishing, and operating teacher centers; and

(b) Providing financial assistance to institutions of higher education (IHEs) for operating teacher centers.

(Section 532; 20 U.S.C. 1119a)

§ 240.2 Who is eligible to receive grants?

The following agencies and institutions are eligible to apply for and receive grants:

(a) Local educational agencies (LEAs).

(b) Educational service agencies.

(c) Institutions of higher education (IHEs)

(d) A combination of either or any of the above agencies or institutions.

(Section 532; 20 U.S.C. 1119a)

§ 240.3 Who is eligible to be served by a teacher center?

In addition to teachers as defined in § 240.5 of this part, the persons to be served by a teacher center may be determined by the teacher center policy board to include paraprofessionals, teacher aides, preschool teachers, teachers of adults below the college level, counselors, principals, other admininstrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act.

(Section 532(a); 20 U.S.C. 1119a(a))

§ 240.4 What regulations apply to this program?

The following regulations apply to the Teacher Centers Program:

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 75 (Direct Grant Programs) and 34 CFR Part 77 (Definitions).

(b) The regulations in this part.

(20 U.S.C. 1221e–3(a)(1)).

§ 240.5 What definitions apply to this program?

(a) *Definitions in EDGAR.* The following terms in this part are defined in 34 CFR Part 77.

Applicant
Application
Department
EDGAR
Grant
Grantee
Local educational agency (LEA)
Nonpublic school
Project
Project period
Public
Secretary
State
State educational agency (SEA)

(20 U.S.C. 1232)

(b) The following terms apply specifically to this part:

"Act" means Section 532 of the Higher Education Act of 1965 as enacted by Pub. L. 94–482 and amended by Pub. L. 95–561 and Pub. L. 96–374.

(Section 532; 20 U.S.C. 1119a)

"Educational service agency" means an intermediate school district, county school district or board of cooperative education services, officially recognized by a State, which performs administrative or service functions for local educational agencies (LEAs), including but not limited to handicapped education programs, inservice and preservice training, computer services and curriculum development.

(Section 532; 20 U.S.C. 1119a)

"Institution of higher education" means an educational institution as defined in Section 1201(a) of the Higher Education Act of 1965, as amended.

(Section 1201(a); 20 U.S.C. 1141(a))

"Site" means the location or locations where the curriculum development and training activities of the teacher center take place.

"Supervision" means the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law (e.g., the employment of operating staff, consultants or experts, budgeting and expenditure of funds, and the formulation of recommendations for subcontracting to secure technical and other kinds of assistance).

(Section 532(b); 20 U.S.C. 1119a(b))

"Teacher" means only a regular full-time classroom teacher engaged in teaching elementary or secondary school students, including a teacher of special education, vocational education, or bilingual education.

(Section 532(b); 20 U.S.C. 1119a(b))

"Testing" means the knowledge and procedures needed for complete understanding of the theory, production and use of any means, informal or formal, for measuring the achievement of students or other effects upon students resulting from school attendance.

(Section 532(a)(2)(B); 20 U.S.C. 1119(a)(2))

Subpart B—What Kinds of Projects Are Assisted Under This Program?

§ 240.10 What types of projects are assisted?

The Secretary makes grants to plan, establish, or operate teacher centers.

(Section 532(f); 20 U.S.C. 1119a(f))

§ 240.11 What area is served by a teacher center?

A teacher center serves teachers employed in both public and nonpublic schools (if nonpublic schools are located in the area to be served and choose to participate in the teacher center) of—

(a) A portion of a single school district;

(b) An entire school district; or

(c) Any number of school districts in a State.

(Section 532; 20 U.S.C. 1119a)

§ 240.12 What activities may a teacher center perform?

The teachers served by a teacher center are afforded the opportunity, where desirable in collaboration with one or more IHEs that serve teachers, to—

(a) Develop and produce curricula (including modifications or adaptations of existing curricula and the uses of technology and telecommunications) designed to meet the educational needs of the students served by the teachers;

(b) Use educational research findings or new or improved methods, practices, and techniques in the development of the curricula;

(c) Provide training designed to—

(1) Enable the teachers to meet their students' special educational needs better (including training to enable teachers to implement specific curricula effectively); and

(2) Familiarize the teachers with developments in curriculum and educational research, including testing and the use of research to improve teaching skills.

(Section 532(a)(2); 20 U.S.C. 1119a(a)(2))

§ 240.13 How is the teacher center policy board formed?

(a) *Composition.* Each teacher center must be operated under the supervision of a teacher center policy board composed as follows:

(1) The majority of the members of the policy board shall be representative of all the teachers in the area to be served by the center, including—

(i) Teachers who provide special education for handicapped and exceptional children;

(ii) Teachers of vocational education; and

(iii) Where appropriate, teachers of bilingual education.

(2) The policy board must include two or more persons representative of, or designated by, the school board(s) of the LEA (or LEAs) served by the center.

(3) The policy board must also include at least one representative designated by the institution (or institutions) of higher education (with departments or schools of education) in the area to be served by the center.

(4) If the area to be served includes more than one LEA or more than one IHE with a department or school of education, each agency or institution must be represented on the teacher center policy board under paragraphs (a) (2) or (3) of this section. A person designated to the teacher center policy board under paragraph (a)(3) of this section may represent more than one IHE.

(b) *Representativeness.* (1) Each grantee must assure that the majority of the board is representative of teachers by—

(i) Making the categories of teachers (e.g., vocational education teachers, special education teachers, bilingual education teachers (where appropriate), and other teachers at both elementary and secondary levels) fairly reflect the categories of teachers in the area to be served, including equitable representation of nonpublic school teachers (if there are nonpublic schools in the area to be served which choose to participate in the teacher center); and

(ii) Selecting the teacher members composing the majority of the board by one of the following options:

(A) Agreement between the LEA and the teachers' collective bargaining agent—

(*1*) As to the specific teacher representatives; or

(*2*) As to the procedures for selecting the teacher representatives.

(B) Appointment of the teacher representatives by the teachers' collective bargaining agent.

(C) Appointment of the teacher representatives by the teachers' organization with the largest number of members.

(D) Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election.

(E) Another method which permits teachers generally, either directly or through their teachers' organization, to nominate or select the teacher representatives on the board.

(F) A combination of two or more of the options in paragraphs (b)(1)(ii)(A) through (E) of this section.

(2) The options described in paragraph (b)(1)(ii) of this section apply both to teacher centers serving teachers within a single LEA and to teacher centers serving teachers in more than one LEA.

(3) In case of a teacher center serving an entire State, in addition to the options under paragraph (b)(1)(ii) of this section, the teacher members composing the majority of the board can be appointed by one or more State-level teachers' organizations.

§ 240.14 How are the funds distributed among applicants?

(a) The Secretary sets aside 10 percent of the amount appropriated under the Teacher Centers Program to fund applications from IHEs to operate teacher centers, but only if there are sufficient applications from IHEs that receive the 50 point minimum to be considered for funding under the evaluation criteria in § 240.31.

(b) After setting aside funds for grants to IHEs under paragraph (a) of this section and funds for compensating SEAs for their activities under § 240.34, the Secretary uses the remaining funds for grants to LEAs and educational service agencies.

(c) In the case of a joint grant to a combination of one or more IHEs and one or more LEAs or educational service agencies, the amount of the grant charged to the 10 percent set-aside for IHEs is determined—

(1) According to the amount budgeted in the approved application for IHEs; or

(2) If separate amounts for applicants are not budgeted in the application, according to the ratio of IHEs to all recipients of the grant.

(Section 532; 20 U.S.C. 1119a)

§ 240.15 What costs are allowable?

In addition to the costs specified as allowable in EDGAR, the following costs are allowable under the Teacher Centers Program:

(a) Released time or payment for substitutes to enable teachers to participate in activities of the teacher center.

(b) Expenses of the teacher center policy board, including payment of released time or substitutes to enable its teacher members to participate in activities of the board, but not including the expenses of preparing an application for a grant under the Teacher Centers Program.

(Section 532(a)(2) and (e); 20 U.S.C. 1119a(a)(2) and (e))

Subpart C—How Does One Apply for a Grant?

§ 240.20 Where and to whom must an applicant submit its application?

Each applicant for a grant under the Teacher Centers Program must submit an application to the Secretary through the SEA of the State in which the applicant is located.

(Section 532; 20 U.S.C. 1119a)

§ 240.21 What is the role of SEAs in reviewing applications?

The Secretary will not approve an application unless—

(a) The SEA of the State in which the applicant is located has reviewed the application, made comments thereon, recommended that the application be approved, and transmitted the application to the Secretary for approval; and

(b) The appropriate SEA has given an assurance that it will provide technical assistance to each center, and will adequately disseminate information derived from the center, including information on how the SEA will carry out the technical assistance and dissemination and a projected budget for those activities.

Cross-reference. See EDGAR 34 CFR 75.150—75.154 State approval procedures.

(Section 532(d); 20 U.S.C. 1119a(d))

§ 240.22 What are the procedures for appealing the SEA's recommendation?

(a) Any LEA, educational service agency, or IHE that is dissatisfied with the recommendation of the SEA regarding its application may petition the Secretary to request further consideration of the application by the SEA.

(b) In the event of such an appeal, the Secretary requests further consideration by the SEA.

(c) After the SEA receives a request for further consideration from the Secretary, the SEA shall transmit the application to the Secretary along with the SEA's comments and evaluation.

(Section 532(c)(2) and (f); 20 U.S.C. 1119a(c)(2) and (f))

§ 240.23 What information must be included in an application?

(a) Each application must include—

(1) Designation of the specific area, school district(s), and schools, both

public and nonpublic, to be served by the center;

(2) Documentation that a teacher center policy board—

(i) Has been established, including information on the membership of the board and the method of its selection, and

(ii) Has participated fully in the preparation of the application and has approved it as submitted;

(3) A statement of the means for assuring equitable participation by nonpublic school teachers on the teacher center policy board and in receiving the center's services, or documentation that there is no nonpublic school in the area to be served, or that nonpublic schools in the area to be served have chosen not to participate;

(4) A one-page abstract of the proposed project; and

(5) A plan of operation which must include a statement of the special educational needs of the students to be served by teachers participating in the center, and an explanation of how those needs were determined.

(b) With respect to an application to operate an existing teacher center, the application, in addition to meeting the requirements in paragraph (a) of this section, must contain the following:

(1) A description of the activities of the center during the preceding year and the cost thereof;

(2) Identification of the sources of funding of the center during the preceding year; and

(3) A statement of the kinds of activities that will be undertaken to improve the existing center by use of the Federal assistance requested.

(c) An IHE shall include in its application, in addition to other applicable information required by paragraphs (a) and (b) of this section, evidence that arrangements have been made with those LEAs with teachers to be served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board.

(Section 532(f); 20 U.S.C. 1119a(f))

Subpart D—How Does the Secretary Make a Grant?

§ 240.30 How does the Secretary evaluate an application?

(a) The Secretary evaluates an application on the basis of the criteria in § 240.31.

(b) The Secretary awards up to 100 points for these criteria.

(c) The maximum possible score for each criterion is indicated in parentheses at the beginning of that criterion.

(d) An application must receive a minimum of 50 points to be considered for funding.

§ 240.31 What are the evaluation criteria?

In evaluating an application the Secretary considers:

(a) *Plan of operation.* (10 points)

(1) The Secretary reviews each application for information that shows the quality of the plan of operation for the project.

(2) The Secretary looks for information that shows—

(i) High quality in the design of the project;

(ii) An effective plan of management that ensures proper and efficient administration of the project;

(iii) A clear description of how the objectives of the project relate to the purpose of the program;

(iv) The way the applicant plans to use its resources and personnel to achieve each objective; and

(v) A clear description of how the applicant will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, such as—

(A) Members of racial or ethnic minority groups;

(B) Women;

(C) Handicapped persons; and

(D) The elderly; and

(vi) A clear description of how the applicant will provide for participation of teachers employed at nonprofit private schools that choose to participate in the teacher center.

(b) *Quality of key personnel.* (7 points)

(1) The Secretary reviews each application for information that shows the qualifications of the key personnel who will be used on the project.

(2) The Secretary looks for information that shows—

(i) The qualifications of the project director (if one is to be used);

(ii) The qualifications of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (b)(2) (i) and (ii) of this section will be required to commit to the project; and

(iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as—

(A) Members of racial or ethnic minority groups;

(B) Women;

(C) Handicapped persons; and

(D) The elderly.

(3) To determine the qualifications for a position, the Secretary considers evidence of past experience and training in fields related to the objectives of the project, as well as other information that the applicant provides.

(c) *Budget and cost effectiveness.* (5 points)

(1) The Secretary looks for information that shows—

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

(d) *Evaluation plan.* (5 points)

(1) The Secretary reviews each application for information that shows the quality of the evaluation plan for the project.

(2) The Secretary looks for information that shows methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce date that are quantifiable.

(e) *Adequacy of resources.* (5 points)

(1) The Secretary reviews each application for information that shows that the applicant plans to devote adequate resources to the project.

(2) The Secretary looks for information that shows—

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(f) *Authority of policy board.* (10 points)

The Secretary reviews each application for information that shows the extent of the teacher center policy board's authority and responsibility for supervision of the project.

(g) *Potential for increasing teacher effectiveness.* (20 points)

The Secretary reviews each application for information that shows the potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students.

(h) *Adequacy of dissemination.* (3 points)

The Secretary reviews each application for information that shows the adequacy of provisions for dissemination of the results of the project.

(i) *Size, scope, and duration.* (5 points)

The Secretary reviews each application for information that shows the appropriateness of size, scope, and duration of the project so as to secure productive results.

(j) *Potential impact on inservice training.* (15 points)

The Secretary reviews each application for information that shows the potential of the teacher center to affect and improve the grantee's overall program of inservice training for teachers.

(k) *Representativeness of policy board.* (10 points)

The Secretary reviews each application for information that shows the representativeness of the teacher center policy board required under § 240.13.

(l) *Support of new or expanded activities.* (5 points)

The Secretary reviews each application for information that shows the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources.

(Section 532; 20 U.S.C. 1119a)

§ 240.32 Is at least one teacher center supported in each State?

In selecting projects for funding, the Secretary ensures that, in each fiscal year for which funds are appropriated under the Teacher Centers Program, at least one teacher center in each State receives funds under the program if at least one applicant in that State submits an approvable application. If necessary to meet this requirement, the Secretary may waive the 50 point minimum in § 240.31.

(Section 531; 20 U.S.C. 1119)

§ 240.33 For what services are SEAs compensated?

The Secretary compensates SEAs for the cost of the following services performed in connection with the Teacher Centers Program:

(a) Reviewing and commenting on applications.

(b) Submitting applications to the Secretary after approval.

(c) Providing technical assistance to funded centers. Allowable technical assistance expenses of the SEA may include—

(1) Consulting services rendered at the teacher center site;

(2) Workshops and conferences to provide information to centers (including an exchange of information among teacher centers); and

(3) Activities of the SEA to obtain information incidental and necessary to the provision of technical assistance to funded centers in its State.

(d) Disseminating information resulting from activities of funded centers.

(Section 532 (c) and (d); 20 U.S.C. 1119a (c) and (d))

§ 240.34 What amount of compensation do SEAs receive?

The Secretary sets aside one-tenth of the amount appropriated for the Teacher Centers Program for the compensation of SEAs, to be disbursed according to the following stipulations:

(a) Compensation for the combined services noted in paragraphs (a) and (b) of § 240.33 is at a rate per application set by the Secretary not to exceed prevailing rates for similar services.

(b) The remainder of the sum reserved for SEAs is made available to carry out functions described in paragraphs (c) and (d) of § 240.33.

(c) An SEA is compensated for the technical assistance it provides to, and the dissemination of information from, each funded teacher center in an amount for each center no more than that which bears the same ratio to the total funds available for these functions as the amount of the grant award to the center bears to the total funds awarded to teacher centers in the fiscal year.

(Section 532(d); 20 U.S.C. 1119a(d))

[FR Doc. 81-3335 Filed 1-28-81; 8:45 am]

BILLING CODE 4000-01-M

federal register

WEDNESDAY, JANUARY 11, 1978
PART IV

THE NATIONAL ARCHIVES OF THE UNITED STATES
1934

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

TEACHER CENTERS PROGRAM

Grant Requirements

[4110-02]

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 100a—DIRECT PROJECT GRANT AND CONTRACT PROGRAMS

PART 197—TEACHER CENTERS PROGRAM

Grants to Local Educational Agencies

AGENCY: Office of Education, HEW.

ACTION: Final Regulation.

SUMMARY: This regulation implements Section 532 of the Higher Education Act of 1965, as amended and governs grants to local educational agencies to plan, establish, or operate teacher centers and to institutions of higher education to operate teacher centers. The regulation also governs compensation to State educational agencies for services under the program. The purpose of teacher centers supported under the program is to provide elementary and secondary school teachers with opportunities for training and curriculum development which meet their needs and enable them to serve better their students. Each teacher center is supervised by a teacher center policy board the majority of which is representative of elementary and secondary classroom teachers in the area to be served.

EFFECTIVE DATE: Under section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232 (d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. Section 431(d) provides that regulations subject to the section shall become effective on the 45th day following the date of transmission to the Congress, subject to the provisions in the section concerning congressional action and adjournment.

FOR FURTHER INFORMATION, CONTACT:

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SUPPLEMENTARY INFORMATION:

A. OVERVIEW OF THE PROGRAM AND REGULATION

Section 532 of the Higher Education Act of 1965 (the Act), as enacted by Section 153 of the Education Amendments of 1976 (Pub. L. 94-482), authorizes the Commissioner of Education to make grants to local educational agencies to assist them in planning, establishing, and operating teacher centers. The statute also authorizes the Commissioner to make grants to institutions of higher education with ten percent of the program's funds to operate teacher centers.

Section 532(a)(2) of the Act defines "teacher center" as a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of their students.

The regulation implements these provisions by broadly defining the term "site" in § 197.2, describing allowable activities of a teacher center in § 197.3(b), and clarifying the teacher center's obligation to serve nonpublic school teachers in §§ 197.3(a) and 197.9(a)(4). Section 197.3(d) of the regulation lists eligible categories of participants in teacher center activities. The teacher center policy board (described below) for a particular center decides which of the indicated categories of eligible participants in addition to regular, full-time elementary and secondary school-teachers may participate in that center's activities.

A key innovative feature of the statute is its provision that each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by the center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. The statute also provides that the teacher center policy board shall include individuals representative of, or designated by, the school board of the local educational agency served by the center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

The regulation implements these statutory provisions in a number of sections. The board's authority for the center is broadly stated in a definition of the term, "supervision" in § 197.2 and by provisions in § 197.4(c) requiring the board to participate fully in the preparation of, and to approve, the application. With respect to the selection of teacher representatives constituting the majority of the board, § 197.2 defines "teacher" narrowly to include only regular, full-time classroom teachers engaged in teaching elementary or secondary school students, and § 197.4(b)(1)(i) indicates that the teacher representatives must fairly reflect the make-up of all teachers in the area to be served. Options for selecting teacher representatives are listed in § 197.4(b)(1)(ii). All of the options require that teachers generally, either directly or through their teachers' organization, nominate or select teacher representatives to the board.

Section 197.6 of the regulation sets aside ten percent of funds appropriated for the teacher centers program for grants to institutions of higher education. Section 197.5 indicates the difference between grants to local educational agencies to plan, establish or operate teacher centers and grants to institutions of higher education to operate teacher centers.

Under § 197.9 each applicant must submit its application through the State educational agency of the State in which the applicant is located. Only applications recommended by the appropriate State educational agency may be approved by the Commissioner. The statute also provides that the Commissioner shall ensure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, each funded center. The State educational agency must be adequately compensated for its review and submission of applications, and its technical assistance and dissemination services.

Section 197.10 of the regulation sets aside ten percent of funds appropriated for the teacher centers program to compensate the State educational agencies for these services and indicates how the set aside will be distributed.

Section 197.7 of the regulation provides for the funding of multi-year projects, which generally will not exceed 36 months. A multi-year project receives an initial one-year grant, and continuation grants for the second or third year of the project are funded on a non-competitive basis, subject to a review of the project. One year projects, as well as multi-year projects, are eligible for funding.

Section 197.9 of the regulation sets forth application requirements for the program. The specific requirements call for information which the Commissioner needs to ensure that the applicant and project are eligible for funding and meet requirements in the statute and regulation and to evaluate applications on a competitive basis under the evaluation criteria in § 197.11.

Provisions on allowable and unallowable project costs are in § 197.8 of the regulation.

B. SUMMARY OF MAJOR ISSUES

A notice of proposed rulemaking for the teacher centers program, inviting public comment, was published in the FEDERAL REGISTER on June 13, 1977, and public hearings were conducted in Atlanta, June 21; New York City, June 22; San Francisco, June 27; and Chicago, June 29. During the 30-day period of public comment, over 1,500 written suggestions and recommendations were received from interested persons and organizations. A summary of these comments and responses is included as an appendix to this document. The comments and responses are identified with the section number of the regulation to which they refer. They are presented in the numerical sequence of the regulation. In each case, a brief heading is used to identify the subject of the comment.

The following paragraphs discuss the major issues and how they are resolved.

1. *Payment of released time and substitutes.* Under the proposed regulation the use of grant funds to pay the cost of released time or substitutes to enable teachers to use the centers during working hours was allowable only in extraordinary circumstances and with prior approval of the Commissioner. This limitation on the use of Federal funds was intended to encourage voluntary teacher participation in the centers, to reduce each center's total cost, and thereby to permit funding of more centers. Public comment was overwhelmingly in favor of allowing each teacher center policy board to determine the extent to which Federal funds are used for released time and substitutes. The commenters' principal rationale was that teacher inservice training is too important to be limited to after school hours and that teachers should not be required to give up their free time to participate. The regulation (§ 197.8) makes the payment of released time or substitutes to permit teacher participation in the center's activities or in the teacher center policy board an allowable cost. To address the concern that these costs will require an excessive proportion of program funds, the criterion in § 197.11(g) is changed to consider the proportion of the budget represented by these costs.

2. *Authority and representativeness of the teacher center policy board.* The statute c[illegible]rly gives the teacher center policy b[illegible]sponsibility for "supervising" the [illegible]nter, and this was reflected in the proposed regulation. However, public comment heavily favored increasing the authority of the teacher center policy board and assuring that the policy boards are closely representative of the teachers in the area to be served. On the other hand, there was significant comment to the effect that if policy boards are allowed to make policy and control the center's budgets, conflicts could arise between the policy boards and the school districts' boards of education. Since the intent of Congress is to give maximum control over the centers to the teachers to be served, the regulation (§ 197.4(b)) provides several optional methods for selecting the teachers representatives who comprise the majority of the policy boards' members, including permitting the teachers' collective bargaining agent or the local teachers' organization with the largest membership to select teacher representatives. Each of the options requires that teachers generally, either directly or through their teachers' organization, nominate or select the teacher representatives on the board. Many commenters wanted the regulation to mandate that the only option for selection of teacher representatives is for the teachers' collective bargaining agent or teachers' organization to select them. While this is an acceptable option, to mandate this option alone would be over regulation by the Federal government. ()

3. *Role of State educational agency.* Public commenters were sharply divided over the role of State educational agencies in the teacher centers program and the compensation for the State educational agencies' services. Commenters representing teachers and their organizations wanted the role and compensation sharply reduced; the State educational agencies and chief State school officers wanted the role expanded, on the grounds that the teacher centers program must become an integral part of the States' overall plans for inservice teacher education. The statute requires that State educational agencies review applications, make comments on the applications, and recommend each application that the State agency finds should be approved. In addition, the statute gives the State educational agencies the role of providing technical assistance to and disseminating information from funded centers. In order to insure that the maximum share of program funds goes for direct support of teacher centers, the one-seventh of total program funds, set aside as compensation for the State educational agency services in § 197.13(b) of the proposed regulation, is reduced to one-tenth in the final regulation.

4. *Grants to institutions of higher education.* Section 532(f) of the statute provides that up to ten percent of the total program funds may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers. The following issues have developed regarding implementation of section 532(f):

(a) *Setting aside the ten percent maximum for grants to institutions of higher education.* Under section 532(f), the Commissioner is authorized to decide the extent to which program funds will be used, up to the ten percent limit, to make grants to institutions of higher education. Section 197.6(a) of the proposed regulation announced the Commissioner's intention to set aside the ten percent maximum for grants to institutions of higher education. Public comment on this issue was sharply divided. Some commenters suggested that institutions of higher education be required to compete with local educational agencies, subject to the ten percent ceiling. However, colleges and universities continue to play a vital role in the training of teachers. The Commissioner believes that the degree-granting and educational research roles of institutions of higher education, together with their cooperative relationships with State educational agencies in teacher training and certification, justify using the maximum set-aside authorized by the statute. Under § 197.6, the Commissioner sets aside the ten percent maximum for grants to institutions of higher education.

(b) *Submission of applications by institutions of higher education.* The proposed regulation in § 197.9 required that applications from institutions of higher education, like applications for local educational agencies, be submitted through the appropriate State educational agency. Most commenters representing institutions of higher education asserted that applications from such agencies should be submitted directly to the Commissioner. These commenters cited the following statutory language in section 532(f): "* * * may be expended directly by the Commissioner to mak grants to institutions of higher education * * *" Other commenters particularly those representing State educational agencies, supported the requirement that all applications, including those from institutions of higher education, be submitted to the appropriate State educational agency for review and screening before being submitted to the Commissioner.

While the statute is somewhat ambiguous on this point, the Commissioner interprets it to require that applications from institutions of higher education be submitted through the State educational agency. Section 532(f) of the Act provides that the Commissioner may make grant awards directly to institutions of higher education, in contrast to section 532(e), which authorizes institutions of higher education to participate only by contracting with a local educational agency which receives a grant from the Commissioner. Section 532(f) does not expressly address whether an application from an institition of higher education must be submitted through a State educational agency. It provides that the authority to make grants to institutions of higher education is "subject to the other provisions of this Section," which would include provisions for applications to be submitted through the State educational agency.

In requiring submission of applications by institutions of higher education through the State educational agencies, the regulation reinforces the important role of the State educational agencies for providing technical assistance to, and disseminating information from, funded centers.

(c) *Definition of the term "operate."* Section 532(*f*) of the statute authorizes grants to institutions of higher education "to operate" teacher centers. This contrasts with the language in section 532(a)(1) which authorizes grants to local educational agencies "to assist such agencies in planning, establishing, and operating teacher centers." Section 197.5(b) of the proposed regulation gave effect to this difference in authorizing language by making institutions of higher education eligible for grants only if the teacher center would be in operation at the end of the grant period. Some commenters supported the proposed language in § 197.5(b). However, most commenters objected to the proposed language and argued that it would give no effect to the difference in authorizing language and would permit institutions of higher education to plan, establish, and operate new teacher centers. Most of the commenters wanted institutions of higher education eligible only for grants to operate centers which had already been planned and established using other resources. In response to the public comment and so as to follow more closely the statutory language, § 197.5(b) is changed to make institutions of higher education eligible only for grants "to operate" teacher centers. However, there is no evidence of congressional intent to limit eligibility to only those institutions of higher education which are already operating a teacher center. Under § 197.5(b), an institution of higher education is eligible for a grant "to operate" a new or proposed teacher center but, unlike a local educational agency, is not eligible for a grant to assist in planning or establishing the new center. Therefore, an institution of higher education must pay the cost of planning and establishing a new teacher center out of funds from sources other than the teacher centers program.

5. *Evaluation criteria.* Section 197.11 of the proposed regulation contained the criteria which the Commissioner proposed to use in evaluating applications for grants (except applications for continuation grants under § 197.7). Many commenters suggested additional criteria or recommended changing or deleting the proposed criteria. Several commenters asked for changes in the number of points assigned to each criterion. In general, the commenters recommended that more emphasis be given to the qualifications of the proposed teacher center staff, to measures for increasing the effectiveness of the teachers served, the effective use of a "needs assessment" in planning the center's activities, and to the objectives of the proposed center. Most commenters felt that too much emphasis was placed on the degree of teacher participation and representation and not enough on the quality of the proposal and its potential to increase the effectiveness of the teachers served.

In response to the public comment, § 197.11 is changed to (1) Increase the points assigned to the potential of the center to increase the effectiveness of the teachers served, in terms of the learning needs of their students; (2) increase (from 5 to 10) the points assigned to the extent to which the project objectives are sharply defined, clearly stated, and capable of being attained by the proposed procedures; (3) add a criterion on the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources.

6. *Participation by teachers from non-public schools.* Section 532(a)(2) of the statute states that a teacher center "serves teachers, from public and non-public schools," and section 532(b) states that the majority of the members on the teacher center policy board shall be "representative of elementary and secondary classroom teachers to be served by such center." Section 197.3(a) of the proposed regulation implemented the statute by providing that a teacher center "serve teachers employed in both public and non-public schools (if non-public schools are located in the area to be served and choose to participate in the teacher center)."

Most commenters agreed with the regulatory requirement that non-public school teachers be served by a teacher center, but objected to representation of non-public school teachers as part of the classroom teacher majority on the teacher center policy board. One rationale was that teachers in many non public schools are not required to meet the minimum standards for licensure and certification. These commenters also argued that section 532(b) of the statute does not specifically require that the teacher majority of the board include representation of non-public school teachers. Other commenters opposed the inclusion of teachers from segregated schools and academies among the majority members of the policy board or as beneficiaries of the center's services. One commenter recommended that the regulation be changed to allow only non-public schools accredited by the State educational agency to participate.

Reading section 532(a)(2) and section 532(b) of the statute together, the Commissioner in § 197.4 of the regulation interprets the statute to require representation of non-public school teachers as part of the teacher majority on the policy board. Section 197.3(a) of the regulation recognizes that there may be no non-public schools in the areas to be served, or that the non-public schools in a service area may choose not to participate in a teacher center. Section 197.2 of the regulation is changed to add a definition of non-public school in response to the comments concerning participation by non-accredited or substandard private schools. Under Title VI of the 1964 Civil Rights Act (42 U.S.C. 2000d-2000d-4), teachers from institutions which discriminate on the basis of race, color, or national origin may not participate in or benefit from programs supported by Federal funds.

7. *Definitions of "teacher," designation of eligible participants.* In response to a large number of comments which recommended that the teacher center policy board be authorized to designate the categories of persons, in addition to elementary and secondary school classroom teachers, who may participate in the activities of a teacher center, the regulation distinguishes clearly between "teachers" who are eligible for membership in the teacher majority of the teacher center policy board, and all other eligible participants. In keeping with the statutory requirement, "teacher" is defined (§ 197.2) as only a regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher. On the other hand, to give each teacher center policy board (after it has been constituted) broad latitude for determining who, in addition to teachers, may participate in the center's activities, § 197.3(d) gives an inclusive list of eighteen categories of persons, any or all of whom may be designated by the policy board as additional categories of eligible participants. There was considerable comment urging that teachers on leave of absence be eligible for membership as part of the teacher majority of the policy board. This advice was not accepted, and the regulation reflects the congressional intent to vest "supervision," i.e., control and management of the centers, in those who are engaged full-time as teachers. The preponderance of public comment supported this position.

C. CITATIONS OF LEGAL AUTHORITY

As required by section 431(a) of the General Education Provisions Act (20 U.S.C.1232(a)), a citation of statutory or other legal authority for each section of the regulation has been placed in parentheses on the line following the text of the section. References to "sec." in the citations of authority following provisions of the regulation refer to sections of the Higher Education Act of 1965, as amended by section 153 of the Education Amendments of 1976, Pub. L. 94-482. If the citation uses the word "interprets," the regulation provisions included an interpretation of the cited statutory provision. If the citation uses the word "implements," the regulation provisions include rules deemed necessary to implement the statute.

Authority. This regulation is issued under Title V-B, section 532 of the Higher Education Act of 1965 as enacted by section 153 of the Education Amendments of 1976, Pub. L. 94-482, 20 U.S.C. 1119a.

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalogue of Federal Domestic Assistance Number: 13.416 Teacher Centers Program.)

Dated: October 13, 1977.

ERNEST L. BOYER,
Commissioner of Education.

Approved: January 3, 1978.

JOSEPH A. CALIFANO, Jr.,
*Secretary of Health,
Education, and Welfare.*

Title 45 of the Code of Federal Regulations is amended as follows:

§ 100a.16 [Amended]

1. In Part 100a, § 100a.16(a) is amended by adding a new subparagraph (40), which reads as follows:

(a) * * *

(40) Teacher Centers grants under section 532, Title V-B of the Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

* * * * *

2. A new Part 197 is added to read as follows:

Sec.
197.1 Scope and purpose.
197.2 Definitions.
197.3 Elements of a teacher center.
197.4 Teacher center policy board.
197.5 Categories of financial assistance.
197.6 Distribution of funds.
197.7 Project duration.
197.8 Allowable and unallowable costs.
197.9 Application requirements.
197.10 Review of applications by State educational agencies.
197.11 Evaluation criteria.
197.12 Right of appeal.
197.13 Compensation to State educational agencies.

AUTHORITY: Sec. 532, Title V-B, Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

§ 197.1 Scope and purpose.

(a) *Scope.* (1) This part applies to the teacher centers program authorized under section 532 of Title V-B of the Higher Education Act of 1965, as amended by Pub. L. 94-482.

(20 U.S.C. 1119a.)

(2) Each grant under this part is subject to applicable provisions contained in the general provisions regulations of the Office of Education (Parts 100 and 100a of this chapter), except that the criteria in § 100a.26(b) do not apply to applications under this part.

(b) *Purpose.* The purpose of the teacher centers program is to meet the professional needs of teachers as defined by teacher center policy boards, thus enabling teachers to meet better the educational needs of their students, by—

(1) Providing financial assistance to local educational agencies for planning, establishing, and operating teaching centers; and

(2) Providing financial assistance to institutions of higher education for operating teacher centers.

(Implements Sec. 532, 20 U.S.C. 1119a; Sen. Rep. 94-882, p. 37 (1976).)

§ 197.2 Definitions.

As used in this part:

"Act" means section 532 of the Higher Education Act of 1965, as enacted by Pub. L. 94-482.

(Sec. 532, 20 U.S.C. 1119a.)

"Institution of higher education" means an educational institution as defined in section 1201(a) of the Higher Education Act of 1965 as amended.

(Sec. 1201(a), 20 U.S.C. 1141(a).)

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(Sec. 1201(g), 20 U.S.C. 1141(g).)

"Non-public school" means a nonprofit elementary or secondary school operated or controlled by other than a public authority, and which is licensed or approved by the State in which it is located or attendance at which satisfies applicable State compulsory school attendance laws.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2).

"Site" means the location or locations where the curriculum development and training activities of the teacher center take place.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2).)

"State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

Sec. 1201(h), 20 U.S.C. 1141(h).)

"Supervision" means the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law (e.g., the employment of operating staff, consultants or experts, budgeting and expenditure of funds, and the formulation of recommendations for subcontracting to secure technical and other kinds of assistance).

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b).)

"Teacher" means only a regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher.

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b).)

§ 197.3 Elements of a teacher center.

A teacher center must have all of the following elements:

(a) *Area served.* It serves teachers employed in both public and non-public schools (if non-public schools are located in the area to be served and choose to participate in the teacher center) of—

(1) A portion of single school district;

(2) An entire school district;

(3) Any number of school districts in a State short of the total number of districts; or

(4) An entire State.

(b) *Activities.* The teachers it serves are afforded the opportunity to—

(1) Develop and produce curricula (including the modification or adaptation of existing curricula) designed to meet the educational needs of the students served by the teachers;

(2) Use educational research findings or new or improved methods, practices, and techniques in the development of the curricula;

(3) Provide training designed to—

(i) Enable the teachers to better meet the special educational needs of the students they serve (including training to enable teachers to implement effectively specific curricula); and

(ii) Familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2).)

(c) *Grantee.* The teacher center is operated by a local educational agency, an institution of higher education, or a combination of these agencies and/or institutions.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2))

(d) *Eligible participants.* In addition to teachers, as defined in § 197.2, the persons to be served by the teacher center may be determined by the teacher center policy board to include paraprofessionals, teacher aides, preschool teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act.

(Interprets Sec. 532(a), 20 U.S.C. 1119a(a))

§ 197.4 Teacher center policy board.

(a) *Composition.* Each teacher center must be operated under the supervision of a teacher center policy board composed as follows:

(1) The majority of the members of the policy board shall be representative of all the teachers in the area to be served by the center, including teachers who provide special education for handicapped and exceptional children, and teachers of vocational education.

(2) The policy board must include two or more persons representative of, or designated by, the school board(s) of the local educational agency (or agencies) served by the center.

(3) The policy board must also include at least one representative designated by the institution (or institutions) of higher education (with departments or schools of education) in the area to be served by the center.

(4) If the area to be served includes more than one local educational agency or more than one institution of higher education with a department or school of education, each such agency or institution must be represented on the teacher center policy board under subparagraphs (2) or (3). A person designated to the teacher center policy board under subparagraph (2) may represent more than one school board, and a person designated to the teacher center policy board under subparagraph (3) may represent more than one institution of higher education.

(b) *Representativeness.* (1) Each grantee must assure that the majority of the board is representative of teachers by—

(i) Making the categories of teachers (e.g., vocational education teachers, special education teachers, and other teachers at both elementary and secondary levels) fairly reflect the categories of teachers in the area to be served, including equitable representation of non-public school teachers (if there are non-public schools in the area to be served which choose to participate in the teacher center); and

(ii) Selecting the teacher members composing the majority of the board by one of the following options:

(A) Agreement between the local educational agency and the teachers' collective bargaining agent as to the specific teacher representatives or as to the procedures for selecting the teacher representatives;

(B) Appointment of the teacher representatives by the teachers' collective bargaining agent;

(C) Appointment of the teacher representatives by the teachers' organization with the largest number of members;

(D) Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election;

(E) Another method which permits teachers generally, either directly or through their teachers' organization, to nominate or select the teacher representatives on the board; or

(F) A combination of two or more of the options in clauses (A) through (E) of this subdivision.

(2) The options described in subparagraph (1)(ii) of this paragraph apply both to teacher centers serving teachers within a single local educational agency and to centers serving teachers in more than one local educational agency.

(3) In the case of a teacher center serving an entire State, in addition to the options under subparagraph (1)(ii) of this paragraph, the teacher members composing the majority of the board can be appointed by one or more State-level teachers' organizations.

§ 197.5 Categories of financial assistance.

The Commissioner makes grants of financial assistance—

(a) To local educational agencies to plan, establish, or operate teacher centers.

(b) To institutions of higher education to operate teacher centers. Grant funds may not be used by an institution of higher education to plan or establish a teacher center, but may be used to operate a center planned and established with other funds before or after the grant is made.

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f).)

§ 197.6 Distribution of funds.

(a) The Commissioner sets aside ten percent of the amount appropriated under the teacher centers program to fund applications from institutions of higher education to operate teacher centers: *Provided,* That there are sufficient applications from institutions of higher education which receive the 50 point minimum to be considered for funding under the evaluation criteria in § 197.11

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f).)

(b) After setting aside funds for grants to institutions of higher education under paragraph (a) of this section and funds for compensating State educational agencies for their functions under § 197.13, the Commissioner uses the remaining funds for grants to local educational agencies under § 197.5(a).

(c) In the case of a joint grant to a combination of one or more institutions of higher education and one or more local educational agencies, the amount of the grant charged to the 10 percent setaside for institutions of higher education is determined—

(1) According to the amount budgeted in the approved application for institutions of higher education; or

(2) If separate amounts for applicants are not budgeted in the application, according to the ratio of institutions of higher education to all recipients of the grant.

(Implements Sec. 532(a)(1), 20 U.S.C. 1119a(a)(1).)

§ 197.7 Project duration.

(a) The Commissioner approves projects under this part for a specified project period which generally will not exceed 36 months, subject to the availability of funds.

(b) An applicant for assistance may project its goals and activities over a period of up to three years. Approval of a multi-year project is intended to offer the project a reasonable degree of stability over time and to facilitate additional long range planning.

(c) An application proposing a multi-year project must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent year.

(d)(1) Subject to the availability of funds, an application for assistance to continue a project during the project period will be reviewed on a non-competitive basis to determine—

(i) If the grantee has complied with the award terms and conditions, the Act, and applicable regulations, and

(ii) The effectiveness of the project to date in terms of progress toward its goals, or the constructive changes proposed as a result of the ongoing evaluation of the project.

(2) In the case of an application to establish or operate a teacher center which would continue a prior planning

grant, the Commissioner, in reviewing the application on a non-competitive basis, also considers the evaluation criteria under § 197.11.

(Implements Sec. 532; 20 U.S.C. 1119a.)

§ 197.8 Allowable and unallowable costs.

(a) Allowable costs under grants to local educational agencies or institutions of higher education under the teacher centers program include—

(1) Personnel costs related to the management of the centers;

(2) Services of consultants and experts;

(3) Service contracts, including service contracts with institutions of higher education;

(4) Released time or payment for substitutes to enable teachers to participate in activities of the teacher center;

(5) Expenses of the teacher center policy board, including payment of released time or substitutes to enable its teacher members to participate in activities of the board, but not including the expenses of preparing an application for a grant under the teacher centers program; and

(6) Other direct and indirect costs incurred by the grantee in carrying out its approved plan of operation, subject to the applicable cost principles set forth in the appendices to subchapter A of this chapter.

(Sec. 532(a) (2) and (e), 20 U.S.C. 1119a(a) (2) and (e).)

(b) The following are not allowable costs:

(1) Construction of facilities; and

(2) Remodeling of facilities.

(Implements Sec. 532 (a)(2) and (e), 20 U.S.C. 1119a (a)(2) and (e), 20 U.S.C. 1221c(a).)

§ 197.9 Application requirements.

The Commissioner awards a grant to an eligible local educational agency or institution of higher education only if the applicant submits an application to the Commissioner through the State educational agency of the State in which the applicant is located.

(a) Each application must include:

(1) Designation of the specific area, school district(s), and schools, both public and non-public, to be served by the center;

(2) Documentation that a teacher center policy board—

(i) Has been established, including information on the membership of the board and the method of its selection, and

(ii) Has participated fully in the preparation of the application and has approved it as submitted;

(3) A statement of the means for assuring equitable participation by non-public school teachers on the teacher center policy board and in receiving the center's services, or documentation that there is no non public school in the area to be served, or that non-public schools in the area to be served have chosen not to participate.

(4) A one page abstract of the proposed project;

(5) A plan of operation which must include—

(i) A statement of the special educational needs of the students to be served by teachers participating in the center, and an explanation of how those needs were determined;

(ii) Information which provides a basis for evaluating the application under each of the criteria in § 197.11. Failure of an application to contain information responding to a particular criterion in § 197.11 will mean that the applicant will not earn points attached to that criterion.

(b) With respect to applications to operate an existing teacher center, the application, in addition to meeting the requirements in paragraph (a) of this section, must contain the following:

(1) A description of the activities of the center during the preceding year and the cost thereof;

(2) Identification of the sources of funding of the center during the preceding year; and

(3) A statement of the kinds of activities that will be undertaken to improve the existing center by use of the Federal assistance requested.

(Implements Sec. 532, 20 U.S.C. 1119a.)

(c) An institution of higher education shall include in its application, in addition to the other applicable information required by paragraphs (a) and (b) of this section, evidence that arrangements have been made with those local educational agencies with teachers to be served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board.

(Implements Sec. 532(f), 20 U.S.C. 1119a(f).)

§ 197.10 Review of applications by State educational agencies.

The Commissioner will not approve an application unless:

(a) The State educational agency of the State in which the applicant is located has reviewed the application, made comments thereon, recommended, that the application be approved, and transmitted the application to the Commissioner for approval; and

(b) The appropriate State educational agency has given an assurance that it will provide technical assistance to each center, and will adequately disseminate information derived from the center, including information on how the State educational agency will carry out the technical assistance and dissemination and a projected budget for those activities.

(Implements Sec. 532(d), 20 U.S.C. 1119a (d).)

§ 197.11 Evaluation criteria.

Applications for grants (except applications for continuation grants under § 197.7) are evaluated by the Commissioner on the basis of the criteria in this section. Each criterion will be weighted as indicated, with the total for all criteria being 100 points. An application must receive a minimum of 50 points to be considered for funding. In evaluating an application, the Commissioner considers:

(a) The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).

(b) The potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students (20 points).

(c) The soundness of the proposed plan of operation, including consideration of the extent to which—

(1) The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and

(2) The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).

(d) The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).

(e) The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).

(f) The adequacy of the facilities and resources (5 points).

(g) The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).

(h) The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).

(i) The representativeness of the teacher center policy board under § 197.4(b) (10 points).

(j) The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).

(Implements Sec. 532, 20 U.S.C. 1119a.)

§ 197.12 Right of appeal.

Any local educational agency or institution of higher education that is dissatisfied with the recommendation of the State educational agency regarding its application under the teacher centers program may petition the Commissioner to request further consideration of the application by the State educational agency.

(Sec. 532 (c)(2) and (f), 20 U.S.C. 1119a (c)(2) and (f).)

§ 197.13 Compensation to State educational agencies.

(a) The Commssioner compensates State educational agencies for the cost of the following services performed in connection with the teacher centers program:

(1) Reviewing applications and providing comments thereon.

(2) Submitting of recommended applications to the Commissioner.

(3) Providing technical assistance to funded centers. Allowable technical assistance expenses of the State educational agency may include consultative services rendered at the teacher center site, workshops and conferences to provide information to centers (including an exchange of information among teacher centers), and activities of the State educational agency to obtain information incidental and necessary to the provision of technical assistance to funded centers in its State.

(4) Disseminating information resulting from activities of funded centers.

(Sec. 532 (c) and (d), 20 U.S.C. 1119a (c) and (d).)

(b) The Commissioner sets aside one-tenth of the amount appropriated for the teacher centers program for the compensation of State educational agencies, which sum will be disbursed according to the following stipulations:

(1)(b) Compensation for the combined services noted in subparagraphs (1) and (2), of paragraph (a) of this section is at a rate per application set by the Commissioner not to exceed prevailing rates for similar services.

(2) The remainder of the sum reserved for State educational agencies is made available to carry out functions described in subparagraphs (3) and (4) of paragraph (a) of this section.

(3) A State educational agency is compensated for the technical assistance it provides to, and the dissemination of information from, each funded teacher center in an amount for each center no more than that which bears the same ratio to the total funds available for these functions as the amount of the grant award to the teacher center bears to the total funds awarded to teacher centers in the fiscal year.

(Implements Sec. 532(d), 20 U.S.C. 1119a (d).)

APPENDIX

SUMMARY OF COMMENTS AND RESPONSES

The comments which follow came from (1) telephone conversations between interested persons and members of the Office of Education staff, (2) correspondence (nearly 300 separate letters including approximately 1500 specific recommendations), (3) personal visits by interested persons to the Office of Education, and (4) four public hearings (held in Atlanta, New York City, San Francisco, and Chicago) to elicit comments on the proposed regulation for the teacher centers program. Duplication and overlapping of comments made it possible to consolidate many recommendations and responses. The public comment and advice was very rewarding and has resulted in several significant changes in the regulation. The headings used in this summary merely suggest the subject of the comments and do not appear in the regulation. The section numbers are those of the corresponding sections of the regulation.

§ 197.1 *Waiver of the regulation.*

Comments. A commenter recommended that the regulation include a provision for waiving the regulation (i.e., exempting applicants and grantees from compliance with the regulation) under extraordinary circumstances which might arise. In these cases, the applicant would have to justify the need for the waiver to the Commissioner's satisfaction.

Response. No change is made in the regulation. A provision in the General Provisions Regulations of the Office of Education prohibits waivers of Office of Education regulations, including this one (45 CFR 100a.483). The prohibition of waivers is based largely on the Commissioner's concern for ensuring fair and uniform application of rules to all applicants and grantees. The issue of providing for waivers of grant regulations is being considered on a Department-wide basis. A proposed Departmental regulation providing for waiver of non-statutory requirements in limited circumstances was published in the FEDERAL REGISTER December 6, 1976 (41 FR 53411). It is possible that, because of this broader examination of the waiver issue, a final regulation may be issued on waivers applicable to the teacher centers program as well as other Department grant programs. However, pending the outcome of this examination, it is not appropriate that waivers be provided for in a particular program regulation.

§ 197.1 *Need for approval of the application by the applicant.*

Comment. A commenter asked whether an application prepared by a teacher center policy board can be submitted for review and evaluation even if it is not approved by the local educational agency.

Response. An application cannot be reviewed or evaluated if it has not been signed and submitted formally by the proper authority. Under the statute, only local educational agencies and institutions of higher education are eligible to apply.

§ 197.1 *Elimination of participation by institutions of higher education.*

Comment. A few commenters urged that the participation of institutions of higher education as grantees be minimized. Some wanted the participation of institutions of higher education eliminated entirely. Others suggested that institutions of higher education be required to compete with local educational agencies, subject to the ten percent ceiling in the statute. A justification given was that the statute gives the Commissioner discretion to use up to ten percent of the total program funds to make grants to institutions of higher education. The commenters reasoned that colleges and universities already have substantial funds for teacher training and have clearly demonstrated their capabilities in this area. Other commenters commended the decision to set aside the full ten percent for these institutions on grounds not only of fairness to institutions that have figured so crucially in the development of education in this country, but also because of the indispensable role they must continue to play in the training of teachers.

Response. No change is made in the regulation. The Commissioner is authorized to decide the extent to which program funds will be used, within the ten percent limit, to make grants to institutions of higher education to operate teacher centers. The principle thrust of the statute is to give teachers a larger voice in determining their own professional needs. However, colleges and universities will continue to play a vital role in the training of teachers at all levels. The degree-granting and educational research roles as well as the cooperative relationship they have with State departments of education in teacher training and certification justify using the maximum set-aside authorized by the statute. Since the majority of members of the policy board under a grant to a university or college must be representative of the teachers (as defined in § 197.2) in the area to be served, such a center may provide an opportunity for direct communication between teachers and preservice teacher education that has not existed before.

§ 197.2 *Preference for one site over another.*

Comment. A commenter asked if the regulation gives a preference to "school sites" or to "teacher centers" located away from schools as places where the staff development takes place. Another commenter wanted the regulation to define "site" as the school(s) where the participants work.

Response. No change is made in the regulation. The definition of "site" (the location or locations where the curriculum development and training activities of the teacher center take place) does not give a preference and leaves the determination of the location or locations to be used to the teacher center policy board.

§ 197.2 *Curriculum a prerogative of the State and local authorities.*

Comment. Several commenters saw potential conflict between the curriculum development in teacher centers and the fact that determination of the schools' curriculum is a prerogative of the State and local educational agencies in the context of State and local law. These commenters asked for clarification of this issue.

Response. No change is made in the regulation. The regulation is intended to resolve this issue by defining "supervision", in § 197.2, as "* * * the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law * * *"

The definition thus permits the persons served by the center to "develop and produce curricula" (as mandated in the statute). The activities of the policy board, however, or of the persons served by the center may, of course, not exceed the limits prescribed by State or local law. This is not considered to be an appropriate issue for further regulation by the Commissioner.

§ 197.2 *Meaning of "supervision."*

Comment. A commenter asked for further clarification of the term "supervision" as it relates to the functions of the teacher center policy board. More specifically, this commenter advised that the policy board (or the school district authorities) select and employ the director of the center and that the director (rather than the policy board as a whole) employ other persons whose services might be needed. Another commenter wanted "supervision" defined to include only matters which are not the responsibility of the local school board.

Response. No change is made in the regulation. The regulation does not limit the policy board's authority beyond the restrictions set by local and State law. The definition of "supervision" in § 197.2 does not preclude selection and employment of the center's director (if there is to be one) by the policy board and subsequent employment of other persons needed to staff the center by that director.

§ 197.2 *Eligibility of community colleges.*

Comment. One commenter requested that the regulation clarify whether a community college is eligible to apply as a local educational agency or as an institution of higher education. Another commenter wanted the regulation to specify that only accredited institutions of higher education could apply for assistance.

Response. A community college would be eligible to apply for assistance as an institution of higher education, provided it meets the definition of "institution of higher education" in section 1201(a) of the Higher Education Act, as amended. The regulation is changed to add the statutory definition. As is noted in another response, a community college would have to be accredited to be an institution of higher education, unless it meets exceptions specified under the definition. Community colleges as such would not be eligible as local educational agencies, but it is possible that a particular community college might establish that it comes within the definition of a local educational agency. For example, it might show that it is a public authority legally constituted within a State to perform a service function for public elementary and secondary schools.

§ 197.2 *Definition of "teacher."*

Comment. A commenter wanted the definition of teacher changed to state, "Teacher means any person who is certified where required and a major part of whose time is spent in direct contact with students, or who performs allied work which results in the placement of the person on the local salary schedule for teachers." Another commenter wanted "teacher" defined to include paraprofessionals, guidance counselors, and others doing supportive work, as well as teachers on leave of absence from teaching jobs who may be serving as officials in teacher organizations. Both of these commenters wanted their respective, recommended definitions to apply both to members of the classroom teacher majority of the policy board and to the eligibility of persons participating in the center's activities. Another commenter wanted kindergarten teachers to be included specifically in the definition; still another wanted "specialist" teachers and "teaching staff" added to the definition.

Response. "Teacher" is narrowly defined in § 197.2 to include only regular full-time classroom teachers engaged in teaching elementary or secondary school students. This definition applies primarily for purposes of determining who may be considered a teacher under the statutory requirement that the majority of the teacher center policy board must be "representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers." However, language limiting the applicability of the definition is deleted from § 197.2, with the effect that the definition applies to the word "teacher" throughout the regulation. This change should clarify the regulation. The narrow definition of teacher derives directly from the statutory reference to "elementary and secondary classroom teachers." The definition does not include paraprofessionals, counselors, or other support staff, nor does it include teachers on leave of absence, unemployed teachers, or substitute teachers. These categories of persons could serve on the teacher center policy board, but they could not be counted as part of the majority of "classroom teachers." To count them as part of the majority would dilute the legislated majority of "classroom teachers." The definition would include regular kindergarten teachers, if kindergarten is considered as part of elementary school education under State law. Section 197.3(d) of the regulation is changed to broaden the categories of persons eligible to participate in teacher center activities. This is more fully discussed below under the heading § 197.3 *Persons to be served by a center.*

§ 197.2 *Eligibility of institution of higher education laboratory schools to apply for assistance.*

Comment. A commenter asked whether "laboratory schools," attached to colleges or universities, are eligible to apply as local educational agencies for assistance to operate teacher centers. Another commenter requested that laboratory schools not be considered local educational agencies.

Response. A "laboratory school," attached to a college or university, is not eligible to apply for assistance as a local educational agency unless it establishes that it meets the definition of a local educational agency, for example, that it is a public institution having administrative control and direction of a public elementary or secondary school. Laboratory schools attached to colleges and universities do not generally operate as public elementary or secondary schools; and therefore, they would not generally be eligible as local educational agencies. A laboratory school could participate as part of an institution of higher education in developing an application submitted by the institution of higher education. Teachers from both public and non-public laboratory schools in the area to be served would have the opportunity to be served by the center.

§ 197.2 *Eligibility of regional educational service agencies as local educational agencies.*

Comment. A commenter requested that the regulation be changed to allow regional educational service agencies or intermediate units to apply as local educational agencies.

Response. No change is made in the regulation. The definition of local educational agency in § 197.2 is taken directly from the Higher Education Act. It would include particular regional educational service agencies and intermedite units if they are a public authority legally constituted to perform a service function for public elementary and secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are regional in a State as an administrative agency for its public elementary or secondary schools.

§ 197.2 *Eligibility of State agencies other than State educational agencies to apply for assistance.*

Comment. A commenter requested that the definition of local educational agency in § 197.2 include those State agencies which are not part of or controlled by the State educational agency, but which nevertheless provide elementary and secondary education to special classes of students.

Response. No change is made in the regulation. State agencies other than State educational agencies may apply for assistance if they can establish that they have, under State law, "administrative control and direction of a public elementary or secondary school."

§ 197.2 *Eligibility of Indian tribal organizations.*

Comment. A commenter requested that the regulation be clarified to define Indian tribal organization as eligible applicants.

Response. The statute limits eligibility to "local educational agencies" and "institutions of higher education." Both entities are defined for purposes of the teacher centers program in section 1201 of the Higher Education Act. Indian tribal organizations, as such, do not come within these definitions. On the contrary, when Congress has intended to make Indian tribal organizations eligible under education assistance statutes, it has done so expressly. For example, in Title VII of the Elementary and Secondary Education Act (the Bilingual Education Act) and in the Indian Elementary and Secondary School Assistance Act, Title III of Pub. L. 81-874, local educational agencies are made eligible and additional language is used to make Indian tribal organizations eligible as well. These statutes and their legislative histories indicate the understanding of the Congress that the term "local educational agency" does not, without more specific language, include Indian tribal organizations. While Indian tribal organizations therefore are not generally eligible, particular tribal organizations may qualify as local educational agencies if they are constituted under a particular State's law to administer or control or to perform a service function for a public elementary or secondary school.

§ 197.2 *Definition of technical assistance.*

Comment. Several commenters asked that the term "technical assistance" be defined in the regulation.

Response. A definition of "technical assistance" is not added to § 197.2. However, § 197.13(a)(3) is changed to indicate the scope of technical assistance activities by the State educational agency.

§ 197.3 *Persons to be served by a center.*

Comment. Many commenters objected to the limitations in § 197.3(d) regarding categories of persons to be served by a teacher center. Some recommended the specific inclusion of certain additional categories, such

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Hon. Gwendolyn E. Kean, Commissioner of Education, Department of Education, Box 630, Charlotte Amalie, St. Thomas, V.I. 00801.

(h) *Applicable regulations.* The regulations applicable to this program are the Office of Education general provisions regulations (45 CFR Parts 100, 100a) and the teacher centers program regulation (45 CFR Part 197) published in this issue of the FEDERAL REGISTER.

(20 U.S.C. 1119a, 45 CFR Part 197.)

(Catalog of Federal Domestic Assistance No. 13.416, Teacher Centers Program.)

Dated: December 21, 1977.

ERNEST L. BOYER,
U.S. Commissioner
of Education.

[FR Doc. 78-659 Filed 1-10-78; 8:45 am]

as counselors, paraprofessionals, principals, administrators, supervisors, public school teachers assigned to teach adults only, teachers on leave of absence who may be officials of teachers' organizations, parents who assist with the program of instruction, librarians, and college faculty. Other commenters strongly supported the inclusion of teachers from non-public schools among those to be served by the centers. Other commenters wanted the teacher center policy board to have full authority to determine what categories of persons are eligible to be served by a center. Their rationale was that any person who is a teacher or who is cooperating with a teacher to improve a school's effectiveness should be eligible to participate in a teacher center's activities, and that the policy board is in the best position to make decisions in this matter. One commenter was concerned that inclusion of "non-professional people—aides and paraprofessionals—as teachers, diluted the voice of the real teachers." Another commenter felt that administrators and supervisors should be excluded. One large group of commenters wanted school administrators included specifically as eligible to participate in the center's activities, and recommended that their participation not be an option of the teacher center policy board.

Response. Section 197.3(d) of the regulation is changed to broaden the categories of eligible participants in center activities. A teacher center may serve paraprofessionals, teacher aides, pre-school teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act. While the statute describes a teacher center only as a site which serves "teachers," it does not expressly preclude the participation of others. Some of the categories of persons added (such as substitute and part time teachers, teacher aides, and counselors) may come within a broad definition of the term "teacher." The other categories of persons (such as principals and parents) are made eligible because their participation may be instrumental to the success of the teacher center program and to the subsequent implementation of the curriculum developed. The teacher center policy board has the flexibility to include these persons as participants, and § 197.3(d) provides that the teacher center policy board decides which, if any, of these categories beyond regular elementary and secondary classroom teachers may participate in a particular center's activities. These changes in the regulation do not "dilute the voice of regular classroom teachers," because only regular, full-time classroom teachers may compose a majority of the teacher center policy board, which determines the categories of eligible participants. On the other hand, the statute does not provide a basis for requiring that each center serve these categories of persons beyond regular elementary and secondary classroom teachers. Also, while postsecondary faculty members may be used as consultants or experts to assist the center's activities, they are not eligible to receive the center's services. The teacher centers program's purpose is to serve teachers at the elementary and secondary levels, not postsecondary teachers.

§ 197.3 *Access to teacher centers.*

Comment. Several commenters felt that the size of a teacher center should be limited by regulation to ensure that all centers supported by Federal funds would provide easy access to the local teachers to be served.

Response. Section 532(a)(2) of the statute specifically provides that a center may serve teachers from an entire State. The Commissioner may not by regulation forbid this option.

§ 197.3 *Clarification of the term "area."*

Comment. A commenter was confused by definition of "area" in § 197.2 and the use of the same word in § 197.3(a). Another commenter asked who determines the area to be served by a center.

Response. The definitions of "area" and "community" in § 197.2 are deleted, and § 197.3(a) is changed to clarify this matter. Under § 197.3(a), the applicant and the teacher center policy board decide the extent of the area to be served by the center. It may be (1) a portion of a single school district, (2) an entire school district, (3) any number of school districts in a State short of the total number of districts, or (4) the entire State.

§ 197.3 *Courses for graduate school credit.*

Comment. Several commenters urged that the regulation specifically permit teacher centers to organize inservice training courses for which graduate school credit may be granted.

Response. No change is made in the regulation. Nothing in the regulation prevents the teacher center policy board from cooperating with credit granting institutions and organizing courses or any other kind of appropriate training with or without credit.

§ 197.3 *Retraining of teachers to meet changing personnel needs.*

Comment. A commenter wanted the regulation to make it clear that a federally-supported teacher center could be used to provide retraining for teachers who teach subjects for which there are declining enrollments, to enable them to teach in other fields where the demand for teachers is greater.

Response. No change is made in the regulation because, under § 197.3(b), the kind of retraining described by the commenter is clearly allowed.

§ 197.3 *Teacher center staff.*

Comment. Numerous comments were received regarding the teacher center staff. One commenter urged that the regulation require that the center's director be a full-time teacher. Another felt that the staff ought to be made up wholly of teachers. One commenter felt that the local administrators who are "held accountable for the quality of instructional programs," should work on a "fifty-fifty basis" with local teachers. One writer recommended that the use of college professors as staff be minimized; another encouraged heavy use of college faculty, especially in the subject matter areas. Many commenters recommended maintaining considerable flexibility in staff composition with a constantly changing mix of school and college personnel, depending on the changing needs of the centers.

Response. To avoid over-regulation and not limit the flexibility of teacher centers policy boards in serving the diverse needs of teachers, decisions regarding composition of the teacher center staff are left to the discretion of the applicant agency and the teacher center policy board.

§ 197.3 *Program of activities of the teacher center.*

Comment. Although not relating to a specific section in the regulation, there were numerous recommendations regarding the substantive programs of teacher centers. Many commenters urged that training programs be based upon needs assessments. Others called for programs to be determined totally by teachers. One commenter called for focusing on "teacher's needs as perceived by teachers." Still another commenter felt that programs should not be limited to inservice education. Another felt that teachers should share the responsibility for determining training needs with the administrators and supervisors "who are responsible for the quality of local programs." Still another called for giving emphasis to "exchanging educational strategies and/or curriculums with colleagues with similar classroom needs and programs." Other commenters stated that to preclude State participation in determining training priorities would ignore the State's responsibility, and in some cases violate State law. One commenter urged that teacher centers meet local needs that "might not necessarily be related to the social aims of the Office of Education priorities which are based upon public opinion of needs."

Response. No change is made in the regulation. The substance of teacher center programs and center activities should be determined by the applicant and the teacher center policy board, within the limits of State and local law, and within the scope of the activities described in § 197.3(b).

§ 197.3 *Objection to emphasis on research.*

Comment. Several commenters objected to what they perceived as over-emphasis on research in § 197.3(b)(2) and (3)(ii). One commenter felt that the language "seems to emphasize training of a university classroom style rather than revitalization through experiences, sharing and personal decision on formulation, selection, and utilization of experiences offered."

Response. No change is made in the regulation. In § 197.3(b)(2) and (3)(ii), the references to the use of research findings and to familiarizing teachers with developments in educational research come directly from the statute. There is no evidence of any congressional intent to emphasize traditional classroom training, and no such emphasis is intended in the regulation. The authorized activities described in § 197.3(b) are very broad, and particular emphases or approaches are for the teacher center policy board to determine.

§ 197.3 *Preference for consortia or combinations of applicants.*

Comment. A commenter wanted to know whether the regulation gives a preference to applications from combinations of eligible applicants, such as a local educational agency in combination with one or more institutions of higher education.

Response. The regulation does not give a preference in this matter. Each project application will be reviewed and evaluated on its own merits.

§ 197.3 *Required or voluntary participation.*

Comment. A commenter urged that participation by teachers or other eligible persons in a teacher center's program be entirely voluntary.

Response. No change is made in the regulation. The decision as to whether participation is voluntary or required is left to the applicant and the teacher center policy board.

§ 197.3 *Clarification of the term "grantee."*

Comment. A commenter wanted clarification of the term "grantee" in the case of an application by a combination of institutions of higher education and/or local educational agencies.

Response. In the case of a joint application from a combination of eligible applicants, a joint award usually would be made to all applicants, who would be joint grantees and jointly responsible for carrying out the grant. If the application "breaks out" separate budgets for each applicant, the Commissioner has the option of awarding separate grants to each applicant or one joint award with separate budgets for each, as provided in 45 CFR 100a.19.

§ 197.3 *Teacher centers to serve teacher centers.*

Comment. A few commenters requested that the regulation be changed to allow funding of teacher centers whose primary function would be to train the staff and directors of other teacher centers, to provide for dissemination services and communication among them, and to operate "model or demonstration" centers.

Response. No change is made in the regulation. The activities of a teacher center in § 197.3(b) are taken directly from Section 532(a)(2) of the statute. The statute does not authorize the funding of centers whose primary function would be to train the staff and directors of other teacher centers. As defined in the statute, the purpose of a teacher center is to serve teachers within a given service area. It should be noted that most of the services called for in the comment can be provided by the appropriate State educational agency.

§ 197.4 *Membership on teacher center policy board.*

Comment. Several commenters asked that the regulation clarify that various categories of persons, other than those specifically prescribed by the statute, may be selected to serve on the teacher center policy board. Some wanted the regulation changed to require this representation. Several commenters thought it would be wise to have representation of the school's community of parents, principals, librarians, and other adults on the teacher center policy board. Other commenters wanted at least one counselor on the board. One person wanted student representation. One commenter wanted to assure the predominance of classroom teachers in the "supervision" of a teacher center, and requested that the regulation require that 75 percent of the membership of the board be classroom teachers. Another felt that teacher representation should be limited to 40 percent. Another asked that only full-time kindergarten—12th grade classroom teachers be allowed to serve. One commenter asked that the constituencies of existing teacher centers be represented on the policy board. One commenter felt that the institution of higher education representation "should be proportional to the size of the board and fairly reflect the institution of higher education involved." Other commenters wanted persons serving full-time on the staff of the teachers' organization to be on the board.

Response. Section 197.4(a) is changed to clarify the statutory provisions regarding representation of school boards and institutions of higher education. No other change is made in the regulation. With respect to the make-up of the board, the statute provides merely that the majority of the board must be representative of elementary and secondary classroom teachers to be served (fairly reflecting the make-up of all school teachers) and that the board shall also include individuals representative of or designated by the school board of the local educational agency served by the center and at least one representative designated by institutions of higher education (with departments or schools of education) located in the area. The compositon of the teacher majority of the board is discussed above under the heading "§ 197.2 Definition of 'teacher'." Nothing in the staute or regulation prohibits representation of other groups, such as parents, administrators or teachers' bargaining agents, on the board, but it is inappropriate to require this representation when the statute does not do so. It also is improper to require that teacher representation be at least 40 percent or 75 percent of the board when the statute provides for a "majority." With respect to representation by institutions of higher education, the statute requires "at least one representative designated by the institutions of higher education (with departments of schools of education) located in the area." Given the statutory language, it is not appropriate to mandate proportional representation for institutions of higher education.

§ 197.4 *Representation of the local school board.*

Comment. A commenter noted that Section 532(b) of the statute calls for "individuals representative of, or designated by, the school board of the local educational agency served by such center * * *" on the teacher center policy board. This commenter wanted a clarification of the course to pursue if, for example, a college or university applies for Federal assistance to operate a teacher center for several local educational agencies, each with its own school board.

Response. The regulation is clarified regarding representation of school boards on the teacher center policy board for a center serving teachers from more than one local educational agency. The statute provides that the teacher center policy board must include "individuals representative of, or designated by the school board of the local educational agency served by such center * * *" (emphasis supplied). This is interpreted to require that at least two individuals on the board must represent school boards. It is up to the applicant(s) to decide whether to provide for additional representatives of school boards. The school board of each local educational agency must be represented on the teacher center policy board. This does not mean that there must be an individual from each school board, but it does mean that school boards will have to agree upon individuals to represent them on the teacher center policy board. For example, if five local educational agencies are served by a teacher center, and the teacher center policy board must include two representatives of school boards, the school boards might jointly agree to designate these two individuals to represent all of them.

§ 197.4 *Authority of the policy board.*

Comment. A commenter wanted the regulation to clarify to whom the policy board would be responsible (i.e., to the local school board or to the superintendent), or whether it would be independent. Another commenter asked how expenditures from the teacher center funds would be monitored. A few commenters wanted the name "policy board" changed to "advisory board" because the setting of policy is an official prerogative of the school board and any delegation of that authority could set a "dangerous" precedent. One commenter felt that the policy board as proposed is "unconstitutional." A number of commenters expressed anxiety over the possibility of conflict between the teacher center policy board of a federally supported center and local school district authorities. These commenters saw possible differences between the center's plans for inservice education and the grantee's on-going or prospective program of staff development, and between the center's staff and "consultants and experts" and the persons already charged by the grantee to conduct staff development. Other possible areas of difficulty were the expenditure of the grantee's funds for released time or substitutes for teachers and the making of decisions about curriculum development.

Response. No change is made in the regulation. A central feature of the teacher centers program is the authority given by the statute to a teacher center policy board, the majority of which is representative of teachers, to "supervise" the activities of the center. However, a local educational agency, or an institution of higher education, is the grantee and the only entity eligible to submit a project application. The grantee has ultimate responsibility for the proper use of the grant funds. Thus, there must be an understanding between the parties based on good will and trust. Under § 197.9, both the policy board and the applicant must approve the project application before it can be submitted.

§ 197.3 *Participation by non-public school personnel.*

Comment. A commenter observed that the qualifying clause "if non-public schools are located in the area to be served and choose to participate in the teacher center" in § 197.3(a) does not appear in the references to non-public school teachers in § 197.4(b)(1) and § 197.9(a)(3). The commenter asked, "Is such permissiveness * * * also implicit in the other two places?"

Response. The qualifying clause in § 197.3(a) governs in all matters related to the participation of non public school teachers in a teacher center. Section 197.4(b)(1)(i) and 197.9(a)(3) of the regulation are changed to clarify this.

§ 197.4 *Objection to "proportional numerically."*

Comment. Several commenters pointed out the difficulty in "making the categories of teachers on the teacher center policy board (e.g., vocational education teachers, special education, and other classroom teachers at both elementary and secondary levels) proportional numerically to the categories of teachers to be served, including equitable representation of non-public school teachers * * *." These commenters requested that the requirement of numerical proportion be eliminated on the basis that it could result in a policy board so large as to be incapable of supervising the teacher center. One commenter wanted to know whether every category of teacher must be represented or only those categories with a significant proportion of the teachers.

Response. The recommendation is accepted. Section 532(b) of the statute states that the "teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center *fairly reflecting the make-up of all schoolteachers*, including special education and vocational education teachers" [emphasis added]. Section 197.4 of the regulation now follows the statute more closely and instead of "* * * proportional numerically to the categories * * *." reads "* * * reflect fairly the categories * * *." The proposed regulation was not intended to require strict, mathematical proportionality, but the Commissioner agrees with the commenters and believes that the statutory language clearly allows for some flexibility on this point.

§ 197.4 *Selection of the representative of an institution of higher education.*

Comment. A commenter recommended that the regulation require that the policy board member who is the "at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area" be from a school or department of education.

Response. No change is made in the regulation. The suggested requirement would be over regulation by the Commissioner. The institutions of higher education make the decision on whom to designate.

§ 197.4 *Selection of teacher members of a policy board for a statewide teacher center.*

Comment. A commenter recommended that in the case of a statewide center, the teacher members of the teacher center policy board should be appointed by the teachers' organization in the State having the largest number of members. Another commenter wanted the regulation to be more specific about the selection of policy board members for centers proposed by a combination of institutions or agencies to serve a large area.

Response. Section 197.4(b)(1)(ii) of the regulation is changed to provide a number of options for selecting the teacher majority of the teacher center policy board. The option of combining two or more of the other options should facilitate establishment of the board in the case of a center serving teachers from more than one local educational agency. The regulation provides that one option in the case of a statewide center is for the teachers to be appointed to the board by one or more State teachers' organizations.

§ 197.4 *Conflicts between State guidelines and teacher center regulation.*

Comment. One commenter requested that the regulation clarify whether State guidelines mandating "equal representation" among those participating in a program would prevail over § 197.4(a)(1) of the regulation, which requires majority representation of teachers.

Response. No change is made in the regulation. The State educational agency may establish criteria for its own guidance in reviewing applications, but the Commissioner will not approve any application which does not conform to the statute and this regulation.

§ 197.4 *Exclusion of non-public school teachers from the board.*

Comment. Many commenters agreed with the regulatory requirement that non-public school teachers be served by a teacher center, but objected to the required representation of non-public school teachers among those elementary and secondary classroom teachers who compose the majority of the teacher center policy board. The rationale of the objection was that the teachers in many non-public schools are not required to meet the standard for licensure and certification that public school teachers must meet. The commenters also alleged that section 532(b) of the statute does not specifically require that the majority of the board include representation of non-public school teachers. Other commenters who opposed the inclusion of non-public school teachers among the majority members of the teacher center policy board pointed out that teachers from segregated schools and academies (those set up to avoid racial integration in the schools) could, under the regulation, become members of the policy board and beneficiaries of services. Another commenter asked how non-public school teachers could expect to be represented if a "collective bargaining agent" or other teachers' organization selects the teacher representatives on the board. One commenter recommended that the regulation be changed to allow only non-public schools accredited by the State educational agency to participate. Other commenters strongly supported the regulation as originally proposed.

Response. Section 532(a)(2) of the statute states that a teacher center "* * * *serves* teachers, from public and non-public schools * * *," and section 532(b) states that the majority of the teacher center policy board shall be "representative of elementary and secondary classroom teachers *to be served* by such center, fairly reflecting the make-up of all school teachers" [emphasis added]. Reading these subsections together, the Commissioner interprets the statute to require representation of non-public schools on the board. Section 197.3(a) of the regulation recognizes that there may be no non-public schools in the area to be served, or that the non-public school teachers in a service area may choose not to participate in a teacher center. Section 197.2 of the regulation is changed to add a definition of non-public school in response to the comments concerning participation by non-accredited or sub-standard private schools. Title VI of the 1964 Civil Rights Act (42 U.S.C. 2000d—2000d-4) prohibits Federal assistance to any school which discriminates on the basis of race, color, or national origin. Therefore, teachers from such a school cannot become members of a teacher center policy board and are not eligible to participate in any of the activities of the teacher center.

§ 197.4 *Building administrators as local educational agency representatives on the policy board.*

Comment. One commenter requested that the regulation require that "building administrators" be among the local educational agency representatives to the policy board.

Response. No change is made in the regulation. Section 532(b) of the statute requires that the policy board include "individuals representative of, or designated by, the school board of the local educational agency." A "building administrator" could be selected to serve in this capacity, but the selection is a prerogative of the school board, and the Commissioner has no authority to infringe on that prerogative.

§ 197.4 *Selection of teacher members of the policy board.*

Comment. One of the most frequent recommendations was that the "teachers' bargaining agent," if one exists in relation to the applicant agency or agencies (or in relation to the collaborating local educational agency in the case of applications submitted by insitutions of higher education), should be allowed to "nominate" or "select" the teacher members of the teacher center policy board, and that this method of selection be made mandatory by regulation. Many commenters urged that all references to "negotiation" be eliminated to avoid possible conflicts. One commenter wanted a definition of the term "negotiation." In most cases, the comments urged that, if there is no bargaining agent, the teacher members of the board should be appointed by the local teacher organization which has the largest number of members. The reasons for their recommendation, briefly stated, are: (1) The proposed option in the notice of proposed rulemaking of selection by "negotiation" would re-open contracts, which in some cases cannot be re-opened in time, and might lead to prolonged discussion and bargaining; (2) selection by means of an election overlooks the fact that teachers' organizations in most school districts have already held elections and chosen their representatives; and (3) the best way to assure true representation of teachers and control by them of the teacher center is by leaving the selection of the classroom teacher members of the board exclusively to the teachers' organization.

The great number and variety of comments showed the importance of the selection of teacher members of the policy board. One commenter wanted the regulation to clarify that only the teacher members of the board would be selected by negotiation. Others wanted to know whether the methods of selection in § 197.4(b)(2) were merely examples or whether their use was mandatory. One commenter requested that the option of selection by voting be eliminated, since a teacher center policy board selected by vote of the teachers might not reflect the school district's needs. This commenter wanted the selection of the board to be left to the discretion of the school board. Several commenters noted that in some cases the teachers' organization does not represent all of the teachers in the area. A commenter urged that the collective bargaining agent be given no voice in the selection of members of the board. A few commenters wanted the policy board to be elected by those teachers who choose to use the teacher center. One commenter recommended that the teachers' organization nominate candidates to the policy board and that the teachers to be served vote for the candidates of their choice. One commenter wanted the regulation to reflect a preference for election by voting rather than selection by "negotiation." One commenter recommended that the teachers' collective bargaining agent conduct an election of its members to select the teacher members of the board and that, where there is no collective bargaining agent, the State educational agency be authorized to hold an election for that purpose in the area to be served. Another commenter, arguing that the "American concept of one person-one vote" should prevail, proposed that all teachers to be served should have a vote in selecting the teacher representatives. Still another commenter urged that the options for selecting those representatives be left open, even if there is a recognized bargaining agent, in order "to ensure that the board is truly representative * * *."

Response. The Commissioner agrees with the general principle that classroom teachers should have maximum feasible control of the teacher centers through the policy boards. The regulation is changed to list the only possible options for selecting teacher representatives on the policy board and to clarify that these provisions refer only to the teacher members composing the majority of the board. The options include a broad "catch-all option" for other methods of selection. However, the common element in all the options, including the "catch all", is that teachers generally, either directly or through teachers' organizations, must nominate or select the teacher representatives on the policy board. Consistent with the concern implicit in the great majority of comments, if the applicant unilaterally appoints classroom teachers to the board, these teachers could not be counted as part of the majority of the board representative of classroom teachers. It is not sufficient that the teacher representatives be classroom teachers; full-time regular classroom teachers generally must nominate or select them.

Two of the options for selecting the teacher representatives composing the majority of the board are for a teachers' bargaining agent, or the teachers' organization with the greatest number of teacher members to select the teacher representatives. The Commissioner recognizes that in many school districts these options may be the least disruptive and least expensive ways to select teacher representatives of the teacher center policy board, and the regulation expressly authorizes these options. However, to mandate that the only way for the teachers composing the majority of the policy board to be representative is for them to be appointed by a teachers' bargaining agent or organization would be serious over-regulation, particularly given the failure of the statute to call for this option or even to mention teachers' organizations. Therefore, even if there is a teachers' bargaining agent or a teachers' organization within the area to be served by the center, the applicant has all of the options in § 197.4(b).

In the case of a teacher center which will serve teachers from more than one local educational agency, the applicant or applicants must pick one or a combination of the other options to make the majority of the board representative of classroom teachers. In the case of a statewide project, one acceptable option would be for one or more statewide teachers' organizations to select the teacher representatives.

§ 197.4 *Board picks electors, electors pick board.*

Comment. A commenter pointed out a confusing "circular situation" created by the proposed regulation which required on the one hand that the policy board be representative of the categories of teachers to be served (§ 197.4(b)(1)), and on the other hand stated that the teacher center policy board may determine which categories of persons may be served by the center (§ 197.3(d)). A related comment wanted clarification as to whether a teacher center which specializes in a particular subject area or kind of teacher must have a policy board which reflects that specialization. Another commenter recommended that an interim planning board be formed to determine "representativeness needed to meet the requirements of the policy board."

Response. Section 197.4(b) is changed to clarify this matter. The regulation now interprets the statute to require that the majority of the board represent all regular, full-time elementary and secondary school classroom teachers in the area to be served. The statute expressly states that the majority of teachers on the board must "fairly reflect the make-up of all schoolteachers, including special education and vocational education teachers." Therefore, even if, for example, a center decided to focus on the curriculum and training needs of social studies teachers, a board with a majority composed solely of social studies teachers would not satisfy the regulation. Representativeness of the teacher center policy board must be examined with reference to all teachers. The teacher center policy board can decide to give priority, or even create limits on the availability of its services, to certain types of teachers, but this would not affect the requirements concerning composition of the board.

§ 197.4 *Policy board's right to approve or disapprove the application.*

Comment. One of the most frequent recommendations was that the regulation be changed to require that each application be approved by the teacher center policy board prior to its submission. The rationale of the recommendation is that this is the only way to assure that the policy board's contribution to the application will be given full consideration. Several commenters cited instances in their experience in which teachers were supposed to participate fully in a process or development, but in which their participation was only superficial or "token."

Response. The recommendation is accepted. The regulation is changed to require approval of the application by the policy board. This is what was intended in the proposed regulation, but the Commissioner agrees that the regulation should specifically require approval of the application by the board.

§ 197.4 *Timing of establishment of policy board.*

Comment. One commenter felt that the requirement that policy boards be established before the development of a proposal would give an advantage to: (1) Centers already in existence, and (2) centers being proposed for urban areas. Another commenter representing a large organization felt that it would not be necessary to establish the policy board prior to proposal development if the appropriate teacher's organization were involved from the beginning. One commenter recommended that "interim" policy boards be formed to prepare the applications. On this issue, most commenters strongly supported a requirement for prior formation of the policy board as a means of assuring full participation by teachers and their representatives in preparation of the application.

Response. Although some centers already in existence might have boards which meet some of the requirements of the program, almost none has the composition required by the statute. Thus, virtually all policy boards will be newly formed. The Senate Committee report related to the statute stated, "The purposes of these centers are to meet the professional needs of local teachers *as defined by the teacher center policy boards*" (emphasis supplied). S. Rep. No. 882, 94th Cong. 2nd Sess. 37 (1976). The legislative intent to have the policy board determine the needs of teachers to be met would be thwarted if proposals were submitted before the board was established.

§ 197.4 *Operation of the policy board.*

Comment. One commenter requested that the regulation establish a method of voting by policy boards which would reflect "parity" among the groups represented on the board.

Response. No change is made in the regulation. In the absence of any specific statutory authority, it would be over-regulation to include the suggested requirement. The operating procedures of policy boards are best determined by the boards themselves.

§ 197.4 *Selection of policy board members other than the teacher majority.*

Comment. Numerous commenters asked for the same kind of specific directions for selecting all categories of policy board members as are provided in § 197.4 for selecting the teacher majority. Several commenters asked what should be done in cases where there are no institutions of higher education in the area to be served. Another asked what should be done if there are no teachers of vocational education in the area to be served. Yet another commenter requested that the regulation stipulate that an applicant local educational agency choose the institution of higher education to be represented, and that the local educational agency and the institution of higher education together designate the individual to represent the institution of higher education. Another commenter wanted the regulation to allow the teacher members and school board members of the policy board to select, or at least approve, the representative(s) of institutions of higher education and several comments wanted non-teacher members of the board to be selected only with the approval of the board's teacher majority. Another commenter requested that some method of choosing the institution of higher education representative be outlined, since some areas have many institutions of higher education, and conflicts may ensue.

Response. Specific directions are given for the selection of the teacher representatives to the board because they will constitute the majority and because the Commissioner wants to do everything possible to assure that the intent of Congress, i.e., supporting centers that focus primarily on teachers' needs as perceived by teachers, is realized. Rather than attempt to provide by regulation for every different situation, the Commissioner prefers to rely on the good judgment of the applicants. Where there are no institutions of higher education with departments or schools of education in the area to be served, the requirement for representation of institutions of higher education does not apply. The same is true regarding the requirement for representation of vocational education teachers. There is no basis in the statute for a regulatory requirement that non-teacher members of the board be subject to approval by the teacher majority. As clarified by a change in §197.4(a), the Commissioner interprets the statute to require that all institutions of higher education with schools or departments of education in the area to be served have the opportunity to participate in designating the one or more representatives of institutions of higher education. This would occur after the applicant determines how many representatives from institutions of higher education to have on the board.

§ 197.5 *Support of independent existing teacher centers.*

Comment. Several commenters, primarily representatives of established, on-going, independent teacher centers, expressed concern about the continued existence of those centers, since the teacher centers statute contains specific requirements which would not allow support of those centers in their present independent form. These commenters feared that the new teacher centers program might have a negative effect on many of the successful, on-going, independent centers.

Response. No change is made in the regulation. Under the statute, grants may be made only to local educational agencies and institutions of higher education, but applications for grants could be developed by a local educational agency or an institution of higher education for a project to be carried out at an existing independent center. The center would have to be supervised by a teacher center policy board formed according to § 197.4 (a) and (b). These applications would be reviewed on the same basis as other applications.

§ 197.5 *Set-aside for planning grants.*

Comment. One commenter wanted a percentage of the total program funds set aside for planning grants.

Response. The Commissioner does not feel that predetermined set asides, either for operating or planning purposes, would be wise at the beginning of a new program. Section 197.6(b) is changed to avoid any implication that any set-aside or priority will be given to planning or other grants.

§ 197.5 *Definition of the term "operate."*

Comment. Many commenters objected to the proposed definition of "operate" in § 197.5(b) which they argued would, in effect, permit institutions of higher education to plan and establish new teachers centers and put them into operation under the teacher centers program. The objection was based on the statute, which permits local educational agencies to plan, establish, and operate centers, but limits institutions of higher education to operating teacher centers. Most of these commenters wanted the regulation to limit institutions of higher education to the operation of centers which had already been planned and established using other resources. One commenter asked whether an institution of higher education may apply for support to operate an existing "independent" center. Other commenters strongly supported the definition of "operate" in § 197.5(b).

Response. Section 532(f) of the statute authorizes grants to institutions of higher education "to operate" teacher centers. (This contrasts with the language in Section 532(a)(1) which authorizes grants to local educational agencies "to assist such agencies in planning, establishing, and operating teacher centers.") Section 197.5(b) of the proposed regulation gave effect to this difference in authorizing language by making institutions of higher education eligible for grants only if the teacher center would be in operation at the end of the grant period. In order to follow more closely the authorizing language, §197.5(b) is changed to make institutions of higher education eligible only for grants "to operate" teacher centers. However, there is no evidence of congressional intent to limit eligibility to only those institutions of higher education which are already operating an existing teacher center. Under §197.5(b), an institution of higher education is eligible for a grant "to operate" a new or proposed teacher center but, unlike a local educational agency, is not eligible for a grant to assist in planning or establishing the new teacher center. Therefore, an institution of higher education must pay the costs of planning and establishing a new teacher center out of funds from sources other than the teacher centers program.

Comment. A commenter wanted the amount allowed to a grantee institution of higher education for "operation" of a center to be limited to 10 percent of the grant, and wanted the balance of 90 percent to be at the disposal of the teacher center policy board in the associated school district(s).

Response. No change is made in the regulation. There is no justification for the suggested discriminatory treatment of institutions of higher education that become grantees. It should be noted, however, that in all cases the teacher center policy board "supervises" the center, which may include budgeting and the expenditure of the center's funds, if the board is not prohibited from performing those functions by State or local law.

§ 197.5 *Features of a planning grant.*

Comment. A commenter wanted to know whether a planning grant is limited to one year or less in duration, or whether it may be considered to be the first year of a project whose goals and activities are projected over a period of up to three years, under § 197.7 of the regulation.

Response. An applicant for a planning grant may submit either a one year application, or a multi-year application, under § 197.7(a), calling for full-scale operation of the project during the subsequent year or years.

§ 197.6 *Allocation of funds in applications by consortia.*

Comment. A commenter requested that the regulation state how program funds will be divided between the 90 percent for local educational agencies and the 10 percent for institutions of higher education in the case of an application made by a combination of entities under § 197.3(c).

Response. Section 197.6(c) of the regulation has been revised to provide that: If the application presents separate budgets from each applicant of the combined application, the division will be made on that basis. If separate budgets for applicants are not provided, the grant amount will be prorated according to the ratio of the institutions of higher education to all recipients of the grant.

§ 197.6 *Preference for small or large grants.*

Comment. Several commenters wanted the grants to be small. This, they believed, would help to assure the continuation of a center with locally-generated funds after the period of Federal support has ended. They argued that large Federal grants would make it more difficult and less likely that a center would continue with local funding. Another commenter favoring small grants suggested that it would be better to spread the funds to more places so that many more teachers could be served. Other commenters called for "some guidance" regarding desirable size of grants. Some commenters were decidedly in favor of large grants.

Response. No change is made in the regulation. The Commissioner believes that in the first years of the program at least there should be maximum flexibility with respect to grant size. An applicant is free to request relatively small sums.

§ 197.6 *Gradual decrease in amount of Federal funding.*

Comment. A commenter, interested in trying to increase the likelihood that a teacher center will continue in operation after the period of Federal funding, recommended that the amount of Federal funding be decreased during the second project year and further decreased during the third year (in the case of centers which are supported for 36 months). The commenter's rationale was that this requirement would prepare the grantee and the teacher center policy board for the fourth year, when no Federal funds would be available.

Response. No change is made in the regulation. It is very important to leave open as many options as possible to a grantee and the policy board. The Commissioner does not know how many years of Federal financial support, and at what level, a given teacher center would need to demonstrate effectiveness and ensure its continued viability. Applications which propose to follow the strategy of this commenter and request less funding each succeeding year would be welcome, but the regulation does not require that strategy.

§ 197.6 *Determination of good quality for approval of grants to institutions of higher education.*

Comment. One commenter asked how the Commissioner proposes to determine whether there are sufficiant applications "of good quality" from institutions of higher education to warrant using the ten percent set-aside. The concern implicit in the question was that "good quality" was a highly subjective variable which could lead to abuse in the evaluation process to the disadvantage of institutions of higher education.

Response. Section 197.6(a) no longer includes the term "of good quality." Instead, § 197.6(a) states that the maximum ten percent set-aside will be used "provided that there are sufficient applications from institutions of higher education which receive the minimum of 50 points to be eligible for funding under the evaluation criteria in § 197.11."

§ 197.7 *Gradual increase in funding.*

Comment. A commenter proposed that the Commissioner follow the model of a proposed State plan for funding inservice education by which modest funds would be provided for the first year of a center's activities, with increased funding in subsequent years as the center demonstrates constituent support and effective services.

Response. No change is made in the regulation. A multi-year project may request a small grant for the first project year with larger grants in subsequent years. However, this is only one possible approach. Furthermore, the difficulty of measuring "constituent support" and "effective services" would make it extremely difficult to evaluate projects using the commenter's criteria.

§ 197.7 *Assurance of three-year funding*

Comment. A commenter wanted the regulation to clarify the "stability of funding" of an approved center for the second and third project years. One commenter on this subject wanted clarification of the role of the State educational agency in determining whether a funded center would be continued beyond the first year of Federal support.

Response. The language in § 197.7 means that, where a project is initially funded on a multi-year basis, continuation grants for the second or third year of the project are made on a noncompetitive basis, contingent upon the presentation of evidence of satisfactory performance of the work as proposed and the availability of Federal funds. However, no application (including applications for continued funding) will be approved by the Commissioner unless the State educational agency has performed its reviewing functions and recommended the application, under § 197.10(a). This regulation applies equally to original applications and to applications for assistance to continue a project for a second or third year. Therefore, it is possible that a project funded initially with a multi-year project in mind may be vetoed by the State educational agency in a subsequent year.

§ 197.7 *Single year and multi-year applications*

Comment. A commenter wanted to know whether an applicant that requests only one year of support is at a disadvantage with respect to initial funding or continued funding in comparison with applicants that request multi-year support.

Response. With respect to new applications for initial support, applications requesting support for one year and applications requesting multi-year support will be reviewed on the same basis. No preference will be given. However, it is possible that the length of a given project in relationship to the budget request of that project and its anticipated results may affect the application's rating under several of the evaluation criteria. A project funded on a one-year basis, which then seeks a follow-up grant, will have its application reviewed on a competitive basis with applications for new grants. On the other hand, an application to continue a project initially awarded on a multi-year basis for the second or third year will be evaluated with other continuation applications on a non-competitive basis.

§ 197.7 *"Best interest of the Government."*

Comment. A commenter recommended that the expression "best interest of the Government", as it applies to the continuation of funding during a second and third year, either be clarified or eliminated.

Response. The recommendation is accepted. The term "best interest of the Government," is not used in the regulation.

197.8 *Prohibition of supplantation of regular expenditures.*

Comment. A commenter requested that the regulation assure that Federal funds used to support a teacher center will not be used to supplant State or local funds normally used by the grantee for support of inservice training for teachers and curriculum development. Another commenter recommended requiring an assurance "that the proposed teacher center program is one which is not currently being supported by other public sources and is such that its program elements are not, or cannot be performed under existing agency, institutional or administrative unit funding."

Response. A criterion addressing the commenters' concern is added in § 197.11(j).

§ 197.8 *Released time to prepare the application.*

Comment. A commenter requested that the regulation allow payment of released time as needed for those teachers and other employed persons who participate in preparation of the teacher center project application.

Response. Section § 197.8 is changed to clarify that the expenses of application development are not allowable costs. To allow these expenses would use up funds which should be used to support teacher center programs, and would reimburse grantees for expenses which unsuccessful applicants must bear from other resources.

§ 197.8 *Determination of direct and indirect costs*

Comment. One commenter asked who determines which are direct or indirect costs in accounting for grant funds.

Response. The initial determination would be made by the grantee in accordance with the grantee's official accounting procedures and the applicable cost principles prescribed in 45 CFR Part 100a and appendices A, B, C, and D to 45 CFR Part 100a.

§ 197.8 *Use of Federal funds for remodeling and maintenance.*

Comment. A commenter believed that there might be places and conditions where the success of a teacher center would be affected by the availability of funds for minor remodeling of the quarters to be occupied by the center. The commenter wanted the expenditure of Federal funds for such remodeling to be an allowable cost. Another commenter proposed that "regular maintenance of facilities" be an allowable cost.

Response. No change is made in the regulation. The applicant is expected to furnish the space and facilities required for effective performance. Given the relatively small amount of program funds available, use of the funds for remodeling would not be in the best interest of either the teachers to be served or their pupils. The maintenance of facilities, i.e., janitorial service, is allowable as a direct or indirect cost in keeping with the grantee's accounting procedures, consistently applied.

§ 197.8. *Payment for graduate credit.*

Comment. A commenter recommended that the regulation give the grantee (through its teacher center policy board) the option of paying the cost of securing graduate credit for inservice education provided by a teacher center. This was seen by the commenter as "an excellent motivator * * * a far less expensive incentive than teacher stipends."

Response. No change is made in the regulation. The cost of securing credit (whether college or university credit or credit equivalency for purposes of professional growth or salary increments) as part of the program of inservice training of a teacher center is not specifically stated as an allowable cost in § 197.8, but it would be covered under § 197.8(a) (2) and (3), Services of consultants and experts and Service contracts.

§ 197.8 *Payment of released time and substitutes.*

Comment. A recommendation made by many commenters was that the payment of the cost of released time or of substitutes which would enable teachers to use the teacher center during their working hours, should be an unrestricted allowable program cost. Most of the commenters wanted the teacher center policy board to be free to decide whether and to what extent Federal funds should be spent for this purpose. The basic rationale was that the teacher center would be less effective if teachers and others could attend only before or after working hours during their free time. In addition, it was pointed out that staff development for other categories of workers is commonly provided during working hours, and that in some cases, notably when widely separated rural districts combine to use a single teacher center, attendance will be impracticable if it cannot take place during the regular school day. Many commenters stated that it would be unfair for teachers to be asked to use their limited free time for this purpose. Still another reason given was that, without a provision for payment of released time and substitute teachers, it would be unfeasible to organize inservice training or other activities for large groups of teachers or at a series of sessions. Some of the commenters urged that, at the very least, the regulation should permit payment of released time or substitutes for teacher members of the teacher center policy board when engaged in the affairs of the board. One commenter supported the use of Federal funds to pay for released time but recommended that a limit be set on the percentage of grant funds that can be used for this purpose. One commenter believed that the payment of released time by a teacher center in an area affected by court-ordered desegregation would have beneficial effects. One commenter noted that taxpayers often oppose the use of substitute teachers. This commenter recommended that if the payment of released time is made an allowable cost, the substitutes should be paid directly so as not to complicate the school district's accounting procedures. A few commenters strongly approved the regulation in its proposed form. Several commenters stated that it would be "a mistake" to pay for any released time.

Response. The proposed regulation was not intended to discourage or prohibit the release of teachers and use of substitutes to facilitate attendance at teacher center activities, but rather to limit the use of Federal funds for this purpose to those cases where an applicant "demonstrates a special need." The rationale for this limit was that, notwithstanding the desirability of released time, any large use of Federal program funds to pay for released time would reduce severely the number of teacher centers that could be supported. Nevertheless, the reasoning of the overwhelming majority of commenters is found compelling, particularly in regard to giving more authority to the teacher center policy board. The regulation is changed as follows:

(1) Section 197.8 of the regulation is changed to allow as grant costs payments for released time or for substitutes neces-

sary to allow teachers to participate in center activities. Provision is not made to allow as grant costs released time or substitute payments for persons other than full-time regular classroom teachers served by the teacher center.

(2) The language of § 197.8 is clarified to show that expenses for the operation of the teacher center policy board (including the payment of released time or substitutes to allow teacher members to participate in board activities) are allowable costs.

(3) To address the Commissioner's concern that a substantial proportion of program funds will be consumed for released time or substitute payments, thereby reducing the number of awards which can be made with limited Federal funds, § 197.11 is changed to provide that, in reviewing applications for the reasonableness of costs in relationship to anticipated results, the Commissioner considers the proportion of the budget represented by costs for released time or substitutes. Therefore, an application with substantial budgeted cost for released time or substitutes probably would not be well rated under § 197.11(g) (which counts for 5 points).

The determination of accounting procedures and how to pay substitute teachers is a prerogative of the grantee.

§ 197.8 *Purchase of instructional materials.*

Comment. One commenter proposed that the purchase of instructional materials be an allowable cost.

Response. No change is necessary in the regulation, which already allows these purchases under § 197.8(a) "other direct and indirect costs incurred by the grantee in carrying out its approved plan of operation * * *" These costs must, of course, further the activities of the teacher center and would include instructional materials for teacher center participants. With respect to instructional materials for students taught by teacher center participants, these costs would be allowed only on a limited basis to the extent that limited materials are incidental to the center's activities.

§ 197.9 *Submission of applications by institutions of higher education.*

Comment. Most commenters representing institutions of higher education recommended that applications from those institutions be submitted directly to the Commissioner rather than through the State educational agencies. These commenters cited the statutory language in Section 532(f) "* * *may be expended directly by the Commissioner to make grants to institutions of higher education* * *" Other commenters particularly those representing State educational agencies, stressed the importance of requiring in the regulation that all applications from institutions of higher education be submitted to the appropriate State educational agency for review and approval before being submitted to the Commissioner. One commenter pointed out that if applications from institutions of higher education are reviewed by State educational agencies, these agencies could fail to find any such applications worthy of transmission to the Commissioner for consideration.

Response. No change is made in the regulation. While the statute is somewhat ambiguous on this point, the Commissioner interprets it to require that applications from institutions of higher education be submitted through the State educational agency. Section 532(f) of the Act provides that the Commissioner may make grant awards directly to institutions of higher education, in contrast to Section 532(e), which authorizes institutions of higher education to participate only by contracting with a local educational agency which receives a grant from the Commissioner.

Section 532(f) does not expressly address whether an application from an institution of higher education must be submitted through a State educational agency. It provides that the authority to make grants to institutions of higher education is "subject to the other provisions of this Section," which would include provisions for applications to be submitted through the State educational agency.

In requiring submission of applications by institutions of higher education through the State educational agencies, the regulation reinforces the important role of the State educational agencies for providing technical assistance to, and disseminating information from, funded centers.

§ 197.9 *Sufficient time to prepare the application.*

Comment. Several commenters, taking into account the statute's special requirements for formation of the teacher center policy board, requested that the maximum possible amount of time be allowed between the official announcement of the closing date for submission of applications and that closing date. They wanted, if possible, three months. One commenter requested a six month preparation period.

Response. No change is made in the regulation. This matter is not one which the Commissioner will resolve by regulation. Instead, the length of time for preparing the application will be determined each Closing Date published in the FEDERAL REGISTER. The Commissioner agrees with the recommendations and will allow the maximum time possible, within the constraints of each funding cycle.

§ 197.9 *Education of the handicapped.*

Comment. One commenter requested that the regulation clarify the relationship between the teacher centers program and national efforts to improve the education of the handicapped.

Response. No change is made in the regulation. The education of the handicapped merits high priority, and teacher centers are a potentially useful means of serving that priority. However, the teacher center statute does not focus on particular substantive areas of education. Rather, the statute is designed to allow the teacher center policy board to determine the training and curriculum development needs of teachers at the local level. The decision to include activities related to the education of the handicapped is one for each teacher center policy board and applicant.

§ 197.9 *Provision of technical assistance.*

Comment. A commenter recommended that a local educational agency be required to set forth in the application how it will use technical assistance and from which institution(s) of higher education it will secure the assistance.

Response. No change is made in the regulation. This information is not needed by the Commissioner to carry out a review of the eligibility and quality of proposed projects.

§ 197.9 *Input to the policy board from teachers.*

Comment. A commenter, interested in assuring maximum involvement of teachers in the preparation of project applications under the teacher centers program, recommended a requirement that teachers in the applicant's district or proposed service area have the opportunity to review the application and to submit written suggestions for change to the policy board before the application is submitted to the state educational agency.

Response. No change is made in the regulation. The Commissioner is aware of the value of teacher input in the development of teacher center project applications and has assured this input by requiring that the project application be approved by the policy board.

§ 197.9 *Existing arrangements between institutions of higher education and local educational agencies.*

Comment. One commenter requested that the regulation recognize that many institutions of higher education have already formed effective informal arrangements with local educational agencies.

Response. No change is made in the regulation. The requirement in § 197.9(c) that "an institution of higher education shall include in its application * * * evidence that arrangements have been made with those local educational agencies with teachers to by served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board" is meant to ensure that any application from an institution of higher education has the necessary input from the local educational agency (or agencies) and its teachers before the application is reviewed. An existing arrangement, as suggested by the commenter, could facilitate the arrangements referred to in § 197.9(c) of the regulation, but the Commissioner does not feel that such an existing arrangement is sufficiently advantageous to merit special credit under the evaluation criteria.

§ 197.9 *Use of one Federal program to complement another.*

Comment. A commenter asked about the possibility of local educational agencies using other Federal programs of financial assistance to education to complement the teacher centers program. As examples, he cited the Emergency School Aid Act and Title IV-C of the Elementary and Secondary Education Act, of 1965, as amended.

Response. As long as expenditures comply with the applicable statutes and regulations for each program and are in accordance with the application for these programs (and the expenditures can be properly accounted for), there is no reason why programs cannot complement each other.

§ 19710 *Guarantee of approval*

Comment. A commenter asked whether there is any assurance that if a State agency recommends approval of one or more applications, at least one will be approved by the Commissioner.

Response. There is no assurance that at least one application will be approved from each State. All applications transmitted to the Commissioner will compete on equal terms on a nation wide basis for the available funds, against the published requirements and evaluation criteria. Unlike some other educational assistance statutes, this statute does not provide for grants to each State, nor does it provide for any geographical distribution of the grants.

§ 197.10 *Provision of technical assistance.*

Comment. A commenter wanted the regulation to provide that the State educational agency, if requested by a grantee in its jurisdiction to furnish technical assistance to a teacher center, may choose to do so through one or more of the State's public institutions of higher education. This is to say that instead of using its own staff to provide the assistance, the State educational agency would be free to call upon a publicly supported college or university to provide it. Another commenter asked what kind of technical assistance will be provided to a teacher center by the State educational agency. The commenter also asked what the regional officials of the Office of Education will do to make the technical assistane more effective.

Response. No change is made in the regulation. While technical assistance must be provided by the State educational agency, there is nothing in the statute or regulation which would preclude a State educational agency from arranging for that technical assistance to come from an institution of higher education or any other qualified agency or individual. The specific nature of the technical assistance provided will depend upon the needs of particular teacher centers and upon the specific activities planned by State educational agencies to respond to those needs. Regional officials of the Office of Education have no particular mandated role in the teacher centers program, but could, of course, be asked by the teacher center policy board for assistance.

§ 197.10 *Use of teachers to review applications.*

Comment. Several commenters recommended that the regulation require the State educational agencies to include full-time regular classroom teachers on any boards or panels set up to review applications under the teacher centers program. Some commenters wanted teachers to comprise the majority of any such board or panel of reviewers. Other commenters wanted a requirement that classroom teachers comprise a majority of any panel used by the Commissioner either to select reviewers or to determine the review criteria to be used by the States. Another commenter wanted to know who would review applications at the State and Federal levels. Yet another commenter urged that both State and Federal review panels have the same composition as the policy board.

Response. The Commissioner has no authority to determine who will review the project applications for the State educational agencies, and whether those persons are members of the agencies' own staffs, outsiders, or a combination of these. At the Federal level, the Commissioner, in deciding who will review the applications, will be sensitive to the comments and expects to use teachers as well as others for this purpose.

§ 197.10 *Dissemination by State educational agencies.*

Comment. A commenter interpreted § 197.10(b) to mean that the State educational agency would have the unreasonable burden of preparing, for submission with each application transmitted to the Commissioner, a separate plan for technical assistance and dissemination specifically related to each application. The commenter thought it should be sufficient for the State educational agency merely "to give assurance that application review, technical assistance and dissemination of information will within available resources, be carried out and reported."

Response. No change is made in the regulation. Section 197.10(b) does not require, from the State educational agency, a separate plan for technical assistance and dissemination for each center. The requirement is met if the State educational agency, concurrently with or in advance of its submission of recommended applications to the Commissioner, submits (1) a single, general written assurance pertinent to all applications which it transmits to the Commissioner to the effect that the agency (a) will make provision for furnishing technical assistance to approved centers within the State, and (b) will disseminate information derived from those centers, and (2) a single, general statement on how the technical assistance and the dissemination will be performed, together with an estimate of their cost.

§ 197.10 *Elimination of State educational agencies from the program.*

Comment. Several commenters recommended that the State educational agencies' role in the teacher centers program be eliminated entirely.

Response. No change is made in the regulation. The statute explicitly assigns to State educational agencies the tasks of reviewing, commenting on, recommending, and transmitting applications, as well as providing technical assistance to and disseminating results from funded centers in the State.

§ 197.10 *Substitute for the role of the State educational agency.*

Comment. One commenter suggested that the responsibility of reviewing project applications by the State educational agency be given to a different State agency concerning with education, namely the State agency responsible for accreditation standards and the licensing of teachers. Another commenter on the same subject wanted the regulation to be changed to require coordination between the State educational agency and the State agency responsible for certification, since teacher centers may well become involved in programs to certify or recertify teachers.

Response. No change is made in the regulation. The statute provides for review and approval of local educational agency applications by the State educational agency. The term "State educational agency" as used in the statute is defined in Section 1201(h) of the Higher Education Act of 1965, to mean "the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or if there is no such office or agency, an officer or agency designated by the Governor or by State law." While the State educational agency may well wish to consult or coordinate with the State agency responsible for the certification of teachers, the matter is clearly a prerogative of the State educational agency and not one to be regulated by the Commissioner.

§ 197.10 *Combined local educational agency—State educational agency.*

Comment. A commenter asked that attention be given in the regulation to special problems that might arise in those cases (District of Columbia, Puerto Rico, Hawaii) where the State educational agency is also the sole local educational agency.

Response. No change is made in the regulation. Section 197.3(a)(1) of the regulation provides that a center may serve an entire State. The appropriate educational agency in these jurisdictions would simply discharge the functions of both the State educational agency and the local educational agency under the regulation. Those State educational agencies which also function as the sole local educational agency in the area of their jurisdiction are not required to review and make comments on the applications they transmit to the Commissioner under § 197.10(a).

§ 197.10 *Cooperation of State and Federal agencies.*

Comment. Commenters representing State educational agencies urged that the regulation reflect the need for cooperation at the Federal and State levels to coordinate teacher certification programs, graduate programs, and classroom programs. They wanted the teacher centers to fit closely with the individual State's needs and priorities. Some of the commenters recommended that the Office of Education "authorize State agencies to develop State plans for professional development which specify the criteria to be used in reviewing and recommending applications" under the teacher centers program.

Response. No change is made in the regulation. The Commissioner recognizes that some States have State wide plans for inservice training of teachers, and that it would be desirable in those cases to integrate the State's teacher centers with those plans. The States already have authority to ensure this integration by means of their role in reviewing and recommending applications. However, the Commissioner lacks authority either to require or to pay for the development of State plans for professional development which include criteria for the review of applications. If State educational agencies do develop their own criteria for reviewing applications under this program, they are urged to make them public as soon as possible.

§ 197.10 *Pre-application involvement of State educational agency.*

Comment. One commenter wanted the regulation to require that the State educational agency work with local educational agencies that wish to apply for assistance, prior to the development of applications by those local educational agencies, in order to avoid rejecting or requesting modifications in their applications as a result of the State agency's review.

Response. No change is made in the regulation. In the absence of a statutory provision on this matter, it would be inappropriate to require such an involvement by State educational agencies. However, this involvement would be permissible under the statute and regulation.

§ 197.10 *Role of State educational agency in evaluation of applications.*

Comment. A commenter suggested that it might be more appropriate and efficient, and would avoid duplication, if the criteria in § 197.11 were divided for use between the State educational agency and the Office of Education. Thus, certain criteria would be used by the State agency for its review and comments, and the remaining criteria would be used by the Commissioner for review and evaluation of the applications. The commenter thought that criteria in § 197.11 (b), (c)(1), (e), (f), and (i)(2) should be assigned for use by the State educational agency. Another commenter noted that since each State educational agency is free to develop its own criteria for the review and evaluation of applications, there is a possibility of "encroachment," "omission," and wide disparity in the quality of the States' criteria. This commenter recommended that the Commissioner stipulate in advance the criteria to be used by the State educational agencies or that each State submit the criteria it proposes to use to the Commissioner for prior approval. Another commenter recommeded that State educational agencies review applications for conformity to technical criteria only (rather than concerning themselves with the substantive merit of applications) and transmit to the Commissioner all applications that are in conformity with those criteria and State law. Many commenters wanted clarification of the role of State educational agencies "as field readers for the purposes of reviewing applications."

Response. No change is made in the regulation. In a discretionary grant program such as this one, the Commissioner must review applications on a competitive basis. As a matter of fairness, this is done on the basic of published evaluation criteria. The Commissioner ultimately must decide in terms of these criteria which applications to fund and cannot delegate this responsibility to an outside agency. Under the statute, however, the Commissioner can only review and approve applications recommended for funding by the appropriate State educational agency. No matter what criteria the State educational agency uses, the Commissioner cannot fund an application unless it has been recommended by the State educational agency. While it is hoped that the State educational agencies, in reviewing applications, will carefully consider the criteria published in §197.11, the Commissioner is without authority to prescribe criteria to be used by the State educational agency.

§197.11 *Importance of cooperative arrangements.*

Many commenters recommended that points be given in the evaluation of applications for evidence of arrangements for collaboration between local educational agencies and one or more institutions of higher education in the area to be served by a teacher center. The rationale was that teacher training is the business of the local educational agencies and the colleges and universities working together, and that the strongest applications will be those which display this cooperation. One of the commenters believed that the reference in section 532(a)(2) of the statute that teachers carry out activities of the teacher centers "with assistance of such consultants and experts as may be necessary," must be read in conjunction with section 532(e), which permits local educational agency grantees to contract for assistance from institutions of higher education. This commenter wanted the allowable costs rule to stipulate that "the consultants authorized under Section 532(a)(2) of the Act and the * * * provisions of technical assistance authorized under subsection 532(e) are the same and must be included together * * *"

Response. Section 197.8 is changed to provide expressly that service contracts with institutions of higher education are allowable project costs. The other recommendations are not accepted. Section 532(e) of the statute authorizes local educational agencies with approved centers to contract for assistance from institutions of higher education but does not require them to do so. The strength of cooperative arrangements with institutions of higher education may bear upon the criteria in §197.11 (e) and (f) concerning the adequacy of project personnel, facilities, and resources. However, an applicant can score highly under these criteria through other approaches as well. Center activities can be run by teachers or by other experts or consultants.

§197.11 Required system of communication.

Comment. A commenter wanted the evaluation criteria to consider evidence of "definite lines of communication" between the policy board and its constituents, the school administrators, and the supervisory personnel in the area to be served.

Response. No change is made in the regulation. In order for an applicant to carry out a teacher center program in accordance with this regulation, there would necessarily be lines of communication between the policy board and the other groups noted. Also, it would be difficult in reviewing applications to measure distinctions between applications in terms of this factor. Therefore, it is not appropriate to add a distinct requirement or criterion on this point.

§197.11 *Financial support from grantee.*

Comment. Several commenters, including representatives of a State educational agency, urged that there be a criterion evaluating the extent of the applicant's "commitment to participate in and support a teacher center," either through "in kind" or financial contributions. Some wanted the criterion to focus on support from the applicant for the payment of released time to permit teachers to participate more easily in the teacher center's activities.

Response. A specific criterion on financial contributions by the applicant is not added, on the grounds that it would tend to favor wealthy school districts and place poor ones at a disadvantage. However, the cost of a project in relationship to its anticipated results (§197.11(g)) remains as a criterion for evaluating applications.

§197.11 *Development of "model" centers.*

Comment. A commenter recommended that points be given to the "potential of the proposed program as a model for implementation elsewhere." Other comments opposed this emphasis.

Response. No change is made in the regulation. There is not an adequate basis for judging the potential replicability of a center before it has been put into operation. The uniqueness of each center to its own local situation makes it inadvisable to give emphasis to the potential for replicability.

§197.11 *Evaluation of teacher centers' effectiveness.*

Comment. Several commenters were concerned about evaluation of the effectiveness of teacher centers and recommended that they be judged not on the basis of the achievement test scores of students but on the amount of "teacher input," the extent to which individual teachers' needs are being met, the relationship of the center's program to classroom problems, the extent of "student involvement in learning activities," the degree to which teachers put into practice what they learn in the center, the extent of individual "professional development," and the amount of curriculum developed by participating teachers. In the commenters' judgment, evaluation should take into account "the teachers' self assessment" and the teachers' assessment of the center's program. These commenters wanted any evaluation of teacher centers to be based on teachers' needs and the center's effect on teachers, rather than on the needs of students and the effect of the centers on students. One commenter recommended that centers be "continually evaluated by teachers to determine whether or not they are speaking to teachers' needs." A commenter felt that (1) detailed criteria should be included in the regulation governing the plan for project evaluation, and that (2) such a plan should specify how it would treat certain factors, including "teacher satisfaction," "administrator satisfaction," "pupil satisfaction" and progress, the need assessment, and the statistical techniques for interpreting data. Still another commenter felt that teacher centers should be evaluated only on the basis of their objectives as proposed in the application.

One commenter wanted the regulation to clarify whether §197.11(b) means that, after a year of operation, the approved center's potential for increasing the effectiveness of teachers will be evaluated, or whether the centers "would have to prove whether the teacher center has (in fact) increased the effectiveness of teachers." In the commenter's view, "we don't know how to evaluate teachers' effectiveness or whether a teacher center has had impact on that * * * we could waste a lot of money pretending to do that without knowing how." Another commenter on the same topic wanted to know how the individual teacher centers and the overall teacher center program will be evaluated.

Response. The comments appear to address evalutions on several levels: (1) Evaluation of new applications by the Commissioner; (2) Provisions for the applicant itself to evaluate how well its objectives are being accomplished; (3) Evaluation by the Commissioner of noncompeting continuation applications; and (4) Evaluation by the Commissioner of the overall teacher centers program.

(1) With respect to the evaluation of new applications, the criterion in §197.11(b) concerning the potential of the center to increase the effectiveness of teachers served in terms of the learning needs of their students does not require any proof that the center will increase the effectiveness of teachers; rather, it concerns the potential of the center to help teachers in meeting the learning needs of their students. Evidence pertaining to this criterion could concern the relationship of the proposed teacher center activities to student needs. This criterion derives directly from statutory provisions which describe the purposes of teacher center activities as enabling teachers to meet better the educational needs of the persons they serve (Sec. 532(a)(2) (A) and (B)).

(2) The criteria for evaluating applications also include a criterion on the extent to which the application provides for determining the extent to which the project objectives are accomplished. Except as noted above with respect to the criterion concerning the effectiveness of teachers related to educational needs of the persons they serve, it is not appropriate to add regulatory requirements on the objectives of each project

and how the applicant must measure them. Needs and conditions will vary from place to place, and the regulation leaves flexibility to applicants on these matters.

(3) Section 197.7(d)(2) is related to review of a previously funded project and is concerned with the effectiveness of the project to date (i.e., at the time its on-going activities are being evaluated) to determine whether it should be continued for a second or third year.

(4) The Commissioner is aware of the need for careful evaluation of the overall teacher centers program and of the difficulties in performing evaluations that are objective, withstand rigorous statistical analysis, and produce data that can be aggregated and thus provide a picture of the teacher centers program nation-wide. While the Commissioner accepts in principle many of the comments on evaluation and will consider them in formulating any Office of Education or independent evaluations of the overall program, further regulation on this is not needed. The introductory paragraph of § 197.11 is changed so that it no longer provides that the criteria for evaluating applications will also govern evaluations of the operation of funded teacher centers.

§ 197.11 *Impact on institutions or agencies.*

Comment. A commenter recommended that the effectiveness of a teacher center be measured primarily in terms of its effect on the grantee institution or agency and other institutions which it attempts to influence.

Response. The Commissioner agrees that the effect of the teacher centers program on the institutions and agencies with which it interacts is important. An applicant may choose to emphasize this as one of its objectives. However, it would be inappropriate for the regulation to impose this as a specific objective for each project. The Commissioner will consider this comment in designing any evaluations of the overall impact of the program.

§ 197.11 *Duplicative requirements for dissemination.*

Comment. Because the State educational agencies are given primary responsibility for dissemination, a commenter recommended that the evaluation criterion in § 197.11(c)(2) be changed to eliminate any mention of dissemination or reporting and focus entirely on evaluating the effectiveness of the project.

Response. The recommendation is not accepted. Aside from the major role of the State educational agency in dissemination, the potential impact of the project is enhanced if the grantee undertakes effective dissemination of project's results within, and outside, the grantee agency.

§ 197.11 *Over-emphasis on formation of policy boards.*

Comment. Many commenters felt that the assignment of points to criteria which deal with the authority and representativeness of the teacher center policy board was excessive, and that these points should be redistributed. A wide variety of recommendations concerning the redistribution of points were also received. (See § 197.11 *Weighting of the evaluation criterion*, below.)

Response. The recommendation is accepted. Section 197.4 has been changed to require approval of the application by the teacher center policy board. Therefore, it is not necessary to have a criterion measuring the quality of participation by the board in preparing the application. The criterion in § 197.11(l)(1) has been deleted, reducing the points for § 197.11(l) from 20 to 10.

§ 197.11 *Sufficiency or appropriateness of size.*

Comment. A commenter noted in § 197.11(d) the possible implication, based on the word "sufficiency," that centers should be large. The commenter thought that there are advantages to having large centers and other advantages to having small centers, and recommended that the word "sufficiency" be changed to "appropriateness."

Response. The recommendation is accepted and the regulation is changed to read "Appropriateness of size, scope, and duration of the project so as to secure productive results."

§ 197.11 *Impact upon the grantee's inservice program.*

Comment. A commenter objected to the evaluation criterion, in § 197.11(h), which gives points for "the potential of the teacher center to impact upon and improve the grantee's overall program of inservice training." The rationale of the objection was that the criterion might be seen as "an effort to impose a new structure on an already existing structure." The commenter wanted the teacher center to be independent, not in competition with existing programs. On the other hand, another commenter wanted a criterion included which favors applications which have arranged for close integration of the proposed teacher center with the inservice training programs of the applicant agency. The commenter stressed the importance of allowing flexibility so that the policy board can take into consideration both the needs of individual teachers and the needs of the school district.

Response. No change is made in the regulation. The potential of the teacher center to improve the grantee's overall program of inservice training is an appropriate criterion to weigh in judging competing applications. To the extent that a teacher center has this kind of effect, the positive impact of limited Federal dollars is increased, and the project better carries out the statutory purposes. However, the criterion is not an effort to impose a new structure on all existing training. An applicant could demonstrate potential impact under this criterion, not merely with reference to the structure of the center, but with reference to particular training and curriculum development activities. However, the regulation does not weigh integration of the proposed center with other inservice training programs of the applicant. Flexibility should be left to the applicant and teacher center policy board whether, in particular situations, it makes more sense to operate the center independent of other training or in close integration with it.

§ 197.11 *Authority and responsibility of the policy board.*

Commenter. A commenter asked about the meaning and intent of the evaluation criterion in § 197.11(a) which deals with "the extent of the teacher center policy board's authority and responsibility for supervision of the project."

Response. The purpose of the criterion is to make it clear that the policy board should have maximum authority and responsibility for supervision of the project, and that applications will be evaluated on the basis of the extent to which steps have been taken to assure that this will be the case.

§ 197.11 *Weighting of the evaluation criteria.*

Comment. Several commenters suggested changes in the number of points assigned to the criteria for evaluation of applications. In general, the commenters recommended that more points go to the qualifications of the proposed teacher center staff, to measures for increasing the effectiveness of the teachers to be served, to the effective use of a "needs assessment" in planning the work of the center, and to the objectives of the proposed center. Another commenter felt that the proposed criteria emphasized measureable outcomes and was concerned that such an approach would encourage narrow prescriptive center training rather than the kind of developmental programs needed to meet the diverse needs of individual teachers. One commenter wanted a criterion giving points for plans and activities which would increase the likelihood that the center would continue in operation after its period of Federal funding is over.

Response. Section 197.11 is changed in accordance with the applicable comments to (1) Increase the points assigned to the potential of the center to increase the effectiveness of the teachers served in terms of the learning needs of their students; (2) Increase the points assigned to the extent to which the project objectives are sharply defined, clearly stated, and capable of being attained by the proposed procedures; (3) Add a criterion on the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources. The proposed greater emphasis on the qualifications of the teacher center's staff is not accepted. As is appropriate, many centers may rely heavily upon teachers to staff the centers, and it may be difficult for application reviewers to draw clear distinctions among applications based on this criterion. To weight this heavily might suggest a bias in favor of centers run by outside experts, which is not intended. With respect to the comment that the criteria encourage narrow prescriptive training rather than developmental programs to meet diverse teacher needs, the regulation permits developmental programs which can respond to diverse needs. However, the Commissioner could not responsibly judge the best projects and award grant funds without knowing the objectives of the project and, in accordance with the statute, how the center is expected to increase the effectiveness of teachers in terms of the learning needs of their students. Within these general plans in the application, teacher centers have flexibility to evolve more specific activities and procedures.

§ 197.11 *Recognition of judgments made by State educational agencies.*

Comment. A commenter asked that the Commissioner give consideration in evaluating applications to any rating or ranking assigned by the State educational agency to each application which it sends to the Commissioner for review and evaluation.

Response. No change is made in the regulation. The comments made by the State educational agencies on application transmitted to the Commissioner will be read by the Commissioner's reviewing panels and will be taken into account insofar as they bear upon the evaluation criteria in § 197.11. There is no reason to believe that each State will choose to rank or rate each of the applications it transmits to the Commissioner. Some State agencies might well choose to assign the same rating to all applications transmitted. In view of these uncertainties and the resulting difficulty in dealing fairly with each application received by the Commissioner, separate points are not assigned to the State educational agency's rating or comments.

§ 197.11 *Accommodation to existing teacher centers and inservice training plans.*

Comment. Comments were received from State educational agencies and local educational agencies pointing out potential conflicts between their on-going or planned inservice training programs for teachers, including on-going or planned teacher center-like organizations, and the programs to be carried out by the federally-supported teacher centers. The tenor of the comments was that these conflicts would not be in the best interest of any of the parties, and that ways should be sought to avoid them.

Response. No change is made in the regulation. If an applicant seeks Federal funds under this program to build upon existing training activities, the funded center would have to meet the statutory and regulation requirements. However, these requirements do not apply to other training activities of the applicant. The Commissioner agrees that ways should be sought to avoid any conflicts, but this needs to be done at the local level, not by Federal regulation.

§ 197.11 *Commitment to staff development.*

Comment. A commenter felt that it would be desirable to add a criterion for assuring strong commitment to "staff development" on the part of the individuals who are members of the teacher center policy board.

Response. No change is made in the regulation. It is not clear how such a criterion would be measured, and the criterion would involve an overly detailed review by the Commissioner. Moreover, such a criterion would imply a lack of confidence in the teachers and their organizations to select persons of competence as member of the board.

§ 197.12 *The appeals process.*

Comment. Several commenters took exception to the provision for appealing an adverse decision made by the State educational agency. One commenter thought that the provision for "recirculating" an appeal back to the State educational agency "seems like a fantastic bureaucratic run-around." This commenter wanted the final decision on appeal to rest with the Commissioner. One commenter felt the need for appeals from possible "arbitrary decisions by a local school board or administrator," presumably referring to the decision by a local educational agency whether or not to submit an application. Another commenter asked for greater clarity concerning the procedures for appealing an adverse decision made by the State educational agency.

For example, may an individual petition the Commissioner, or does the teacher center policy board make the petition? What constitutes a petition? Does it include a copy of the rejected application? Must the Commissioner see or examine the rejected application? Are there time limits for petitioning for an appeal? Is the Commissioner responsible for assuring that further consideration is given by the State agency to the rejected application? Is there a time limit for the reply by the State agency giving its final decision? Other commenters wanted the teacher center policy board or the teacher organization in the school district to be permitted to appeal directly to the State educational agency for reconsideration of the application if it is not recommended for funding by that agency. Another commenter wanted the same right of appeal to be extended to the local educational agency.

Response. No change is made in the regulation. The statute provides only that any applicant that is dissatisfied with the recommendation of the State educational agency regarding its application under the teacher centers program may petition the Commissioner to request further consideration of the application by the State educational agency. It does not provide for appeals by other organizations. Subject only to necessary time constraints which will be published for each fiscal year, the Commissioner would have no objection if a State educational agency provided opportunity for reconsideration of its action on applications at the request of applicants or other organizations or individuals. This would be up to the particular State educational agency.

It is anticipated that the petition and appeals process will be kept as informal as possible and that further guidance will be provided to applicants, particularly on time limitations, in the notice of closing date published in the Federal Register inviting applications for each fiscal year.

The petition itself may be simply a letter, signed by an authorized person, identifying the rejected application by title or other means and asking the Commissioner to request the State educational agency to reconsider the designated application. The Commissioner need not see the application itself. If the State agency reverses its rejection of the application, the application must be transmitted to the Commissioner for evaluation.

§ 197.13 *Professional practice boards.*

Comment. Several commenters urged that professional practice boards, where they exist, should be eligible to receive a part of the funds designated for State educational agencies.

Response. No change is made in the regulation. The statute clearly assigns State participation in this program to the State educational agency, which may assign the actual task to any appropriate unit, division, or other entity of the agency, including a professional practice board.

§ 197.13 *Adequate compensation to State educational agencies.*

Comment. Many commenters addressed themselves to the matter of the State educational agencies' participation in the teacher centers program and "adequate" compensation for services performed by those agencies. Commenters representing those agencies were of the opinion that the compensation offered is not or may not be adequate, because the three kinds of services to be provided would be in addition to present work-loads of State employees, and there is no guarantee of sufficient funds to employ additional persons. In the view of these commenters, any diminishment of the State's role or compensation would jeopardize the necessary collaboration and relationship of the State agency to the applicants with which it must, by law, interact. A commenter stated that the funds proposed for compensation of State educational agencies for their services in the teacher centers program would be inadequate. The commenter based that judgment on an estimate of the amount of staff time needed to perform those services: 15 days for the meetings, phone calls, correspondence, etc., needed to deal fairly with all the school districts in the State; 10 days for the development of review criteria and preparation for the review; 250 days for review of applications and preparation of comments on each one, and about 40 days for reconsideration of applications as the result of appeals. In addition to all of the above, the State educational agency must provide for dissemination and technical assistance to funded projects. The commenter recommended that, in view of the above, each State be required to submit to the Commissioner a plan for carrying out its responsibilities under the Act and, if the plan is approved, that a corresponding grant of funds be made to the State agency to assure the adequate compensation mandated in the statute. One commenter from a State agency felt that 5 percent would suffice for technical assistance and dissemination, but that the sum allocated for the review of applications should be increased. Many other commenters, representing other constituencies, believed that one-seventh of the total appropriation is an excessive amount for those purposes. In their view, the congressional intent in the teacher centers program is to give teachers the means and authority to deal effectively with their need for inservice training and curriculum development, and that any diversion of funds for othe- purposes could only lessen the effectivenss of their efforts. These commenters wanted the proposed one-seventh set-aside reduced to 10 percent, 5 percent, and even less. Another argument in support of decreasing the one-seventh set-aside was that if funds are available to State educational agencies to provide technical assistance concerning the training of teachers, the result would be to duplicate unnecessarily and in a costly way the functions of the State's teacher training institutions, which are publicly supported for that purpose. Other variations proposed by the commenters were that the State agencies be compensated only for reviewing proposals, and that a specific allotment of funds be set aside to compensate the State for each of its three functions. Another issue to be resolved emerged with the revelation that the proposed method of compensation, i.e., reimbursement, is not feasible in several States where State law provides that any reimbursement would go to the State treasury rather than to the State agency which provided the services.

Response. The statute mandates that the State educational agency: (1) Review and recommend applications, (2) provide technical assistance to funded centers, and (3) disseminate information derived from funded centers. Under the statute, the State educational agency must be adequately compensated for these services. Given the scope of these activities, the potential number of applications for the program, and the potential importance of the State educational agencies' role in the program, the set-aside for the State educational agencies is not reduced to the extent recommended by many commenters. However, the set-aside is reduced from one-seventh to one-tenth of the funds appropriated for the teacher centers program. This amount will be adequate to compensate the State educational agencies for their functions, and the remainder of the funds should go for the direct support of teacher centers. Section 197.13 is also changed (1) to delete any reference to "reimbursement" on the methods of paying State educational agencies for these services, thereby permitting other payment methods including advance payments and (2) to clarify the scope of technical assistance activities, indicating that the State educational agencies can take some initiative in organizing workshops and conferences to provide information needed by funded centers in their States.

§ 197.13 *Reallotment of unused funds.*

Comment. A commenter suggested that, of the funds withheld by the Commissioner for technical assistance by State educational agencies, any portion not requested for this purpose by the teacher center policy board would revert to the national treasury. The commenter recommended that grantees be required to inform the Office of Education if they do not intend to use all funds made available to them for this purpose so that the funds can be realloted to other grantees that would use them.

Response. Section 197.10(b) is changed so as not to provide that technical assistance must be specifically requested by each teacher center through the policy board. The State educational agency can only be compensated for technical assistance services to funded centers, and it is possible that these activities would be very limited if centers within a State neither need nor want them. However, the deleted provision in § 197.10(b) suggests a very passive State educational agency role in which the State agency could only act by responding to a request from a particular funded center in its State. There is nothing improper about this role, but it is also possible that particular State educational agencies may plan and carry out workshops and conferences to provide technical assistance information to a number of funded centers in their State. These activities would have to be designed solely to provide technical assistance to funded centers, and it would still be true that, if the funded centers neither needed nor elected to participate in them, they would not be eligible for compensation under the program. Nevertheless, this change and the reduction in the set-aside reduces the risk that technical assistance funds will go unused. This is a problem that will be closely watched by the Commissioner, but no further regulation is warranted at this time.

[FR Doc. 78-658 Filed 1-10-78; 8:45 am]

[4110-02]

Office of Education

TEACHER CENTERS PROGRAM

Closing Date for Receipt of Applications for Fiscal Year 1978

Notice is hereby given that, under the authority contained in section 532, title V-B, of the Higher Education Act of 1965, as amended (20 U.S.C. 1119a), applications for financial assistance under the teacher centers program are being accepted from local educational agencies and institutions of higher education. This program authorizes grants to local educational agencies to plan, establish, and operate teacher centers and to institutions of higher education to operate teacher centers. All applications must be submitted to the State educational agency of the State in which the applicant is located, for review by that agency. The State educational agency must then transmit to the U.S. Office of Education those applications which it recommends for consideration and approval by the Commissioner of Education.

Closing dates: March 30, 1978—Submission of applications to State educational agencies. May 1, 1978—Transmittal of recommended applications to the Office of Education.

(a) *Application forms and information.* Application forms may be obtained from the U.S. Office of Education at the address given in paragraph (f) below, after January 30, 1978. Applications must be prepared and submitted according to the teacher centers program regulation published in this issue of the FEDERAL REGISTER, and the instructions and forms included in the information package. The program information package may be obtained from the Division of Educational Systems Development at the address given in paragraph (f) below.

All application requirements and the Commissioner's evaluation criteria are found in the regulation. All but a small portion of the application may be completed using the regulation alone.

(b) *Submission to State educational agencies.* State educational agencies may set their own criteria for the review of applications. Applicants may therefore wish to take into consideration those criteria, in addition to responding to the application requirements and evaluation criteria contained in the teacher centers program regulation. The State criteria (if any) can be obtained by writing to the appropriate State educational agency. See list of addresses of chief State school officers in paragraph (g) below.

Applications should be addressed or delivered in five copies (3 for the U.S. Office of Education) to the chief State school officer of the appropriate State educational agency at the address in paragraph (g) below. Applications must be received by the State educational agency on or before March 30, 1978. The package in which the application is mailed should be clearly marked:

> Attention: CFDA 13.416 Teacher Centers Program Application. State review required.

In an effort to prevent the late arrival of applications due to unforeseen circumstances, the Office of Education suggests that applicants consider the use of registered or certified mail as explained below. An application sent by registered or certified mail will be considered to be received on time by the State educational agency if the envelope or wrapper or original receipt bears the U.S. Postal Service postmark date of March 27, 1978, or earlier.

Hand delivered applications will not be accepted after the State educational agency's official closing hour on March 30, 1978.

(c) *Transmittal to U.S. Office of Education.* Applications which a State educational agency recommends for consideration and approval by the Commissioner of Education, together with the assurances required in 45 CFR 197.10, may be sent by mail or delivered by hand. Three copies of each recommended application are required. Those sent by mail should be addressed to the U.S. Office of Education, Application Control Center, Attention: 13.416, Washington, D.C. 20202. Applications must be received by the Application Control Center on or before the closing date of May 1, 1978.

In an effort to prevent the late arrival of applications due to unforeseen circumstances, the Office of Education suggests that State educational agencies consider the use of registered or certified mail, as explained below. An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application is sent by registered or certified mail not later than April 26, 1978, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or,

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare or the Office of Education mail rooms in Washington, D.C. In establishing the date of receipt, the Commissioner will rely on the time-date stamp of these mail rooms or other documentary evidence of receipt maintained by the Department of Health, Education, and Welfare, or the U.S. Office of Education.

Hand-delivered applications must be taken to the U.S. Office of Education, Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets SW., Washington, D.C., between the hours of 8 a.m. and 4 p.m. Washington, D.C., time except Saturdays, Sundays, or Federal holidays. Applications will not be accepted by the Application Control Center after 4 p.m. on the closing date.

(d) *Appeals to the Commissioner.* Applicants whose applications are not transmitted to the U.S. Office of Education by the appropriate State educational agency may appeal to the U.S. Commissioner of Education to request further consideration by the State educational agency. Such an appeal, signed by an authorized official for the applicant, must be received at the address given in paragraph (f) below by 4 p.m., May 8, 1978. Applications which the State educational agency wishes to transmit to the U.S. Office of Education as the result of reconsideration following an appeal must be received by the U.S. Office of Education Application Control Center no later than 4 p.m. on May 15, 1978. These applications will be considered to be received on time by the Application Control Center if sent by registered or certified mail not later than May 10, 1978, as evidenced by the U.S. Postal Service postmark.

(e) *Program information.* In making applications, potential applicants should be aware of the limited amount of funds available for the program for fiscal year 1978. Of the $8,250,000 anticipated for the program in fiscal year 1978, $825,000 is reserved to compensate State educational agencies for their services, $825,000 is reserved for grants to institutions of higher education, and the remaining $6,600,000 is available for grants to local educational agencies. It is estimated that planning grants (local educational agencies only) will range from $10,000 to $25,000 and operational grants from $50,000 to $250,000. The average grant is expected to be about $150,000. The statute makes no provision to assure equitable geographic distribution of the grants, and consequently there is no assurance that there will be a teacher center in each State.

(f) *Contact for further information:* Dr. Allen Schmieder, Teacher Centers Program, Division of Educational Systems Development, U.S. Office of Education, 400 Maryland Avenue SW., Room 5652, ROB No.3, Washington, D.C. 20202, telephone 202-245-2235.

(g) *Addresses of chief State school officers:*

Hon. Wayne Teague, Superintendent of Education, State Department of Education, Montgomery, Ala. 36130.

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Hon. A. W. Ford, Director of Education, Department of Education, Little Rock, Ark. 72201.

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Appendix B

PROFILE

# of State and Territory Teacher Center Coordinators

prepared by

The National Teacher Center Resource Center
Rhode Island Department of Education
235 Promenade Street
Providence, Rhode Island 02908

JUNE 1980

The work upon which this publication is based was performed pursuant to contract No. 300-78-0408 of the United States Department of Education. It does not, however, necessarily reflect the views of that agency.

PROFILE OF STATE/TERRITORY
TEACHER CENTER COORDINATORS

June, 1980

This report was prepared by the Curriculum Research and Development Center of the University of Rhode Island for the National Teacher Center Resource Center. The report is primarily the responsibility of Dr. J. Lynn Griesemer, Ms. Evelyn Ross, Ms. Keller DiLuglio, and Ms. Nancy Appleton. Special Assistance was provided by Ms. Margaretta Edwards and Dr. Janice Baker.

INTRODUCTION

The National Teacher Center Resource Center provides the profile of the state/territory Teacher Center coordinators as one phase of a larger documentation effort.

The purpose of the report is to describe the state/territory Teacher Center coordinators so that all coordinators will have a more comprehensive picture of their colleagues. The description includes information about the state/territory coordinators: their positions and roles in the state education agencies (SEA); the time coordinators and their support staff spend on Teacher Center activities; and the proportion of federal and state (in-kind) funds utilized to support the coordinator, the Teacher Center related staff and their services.

The report includes four main sections: the introduction; the methodology utilized to collect and analyze the data; Presentation of findings; and the summary.

METHODOLOGY

A profile survey (see Attachment A) comprised of four parts (Delivery of Services, Organization/Facilities, Personnel, and Financial Data) was designed to gather information about the state/territory coordinators and the manner in which state departments of education are organized to provide services to federally funded Teacher Centers. Fifty-seven profiles were distributed by mail in mid February 1980. The 57 profiles were sent to the 44 states/territories with federally funded Teacher Centers and to the 13 states/territories with no federally funded Teacher Centers.

Forty-four profiles of the 57, or 77%, were returned. The returned profiles represent 35 states that have federally funded Teacher Centers and nine states/territories that have no federally funded centers. The response period ended in late April 1980.

The data were coded and analyzed by computer so that frequencies of similar responses could be used in preparing this report. Later analysis of the data will be presented in the documentation report.

PRESENTATION OF FINDINGS

This section of the report is presented in two parts. The first part includes a description of all responding state/territory coordinators. Specifically, the data reveal what positions state/territory coordinators hold as regular assignments within their respective state departments of education. Additional responsibilities assumed by state/territory coordinators are also presented in the first part of this section.

The second part of this section provides information about how the 44 coordinators spend their time; their years of experience as coordinators; the number and types of Teacher Center support staff; and financial support of Teacher Centers coordinators and support staff, including salaries and travel.

Part I: A Description of State/Territory Coordinators:

State/territory Teacher Center coordinators hold a variety of positions in their respective state departments. A list of the 44 coordinators who responded to the profile survey is presented in Table 1. (Those nine having no federally funded centers are marked with a (+).) In addition to the state and coordinator's name, the person's title is also displayed in Table 1.

TABLE I

Respondents to the Profile:* State/Territory SEA Teacher Center Coordinators and Their Titles

State	Respondent	Title
Alabama	William C. Berryman	Director, Division of Instruction
Alaska	J. Kelly Tonsmeire	Director, Staff Development
Arizona	Robert Kerwood	Coordinator for Professional Development
Arkansas	Morris Holmes	Associate Director, Management and Staff Development
California	William E. Webster	Director, Office of Staff Development
+ Colorado	Arvin C. Blome	Executive Assistant, Federal Relations
Connecticut	Roberta Howells	Education Consultant, Division of Instruction
+ Delaware	Ervin Marsh	Director, Certification and Personnel
Florida	James Parris	Associate Director for Teacher Education Centers
Georgia	Mary Mitchell	Associate Director, Teacher Education and Staff Development
+ Hawaii	Ichiro Fukumoto	Director, Planning and Evaluation
Idaho	Al Luke	Director, Bureau of Instruction
Illinois	Arnette M. Rauschel	Consultant, In-service Training and Project Development Unit
Indiana	Ronald A. Boyd	Associate Superintendent, Personnel
Kentucky	Shirley D. Duff	Director, Unit of Staff Development
Louisiana	Pamela B. Cox	Section Chief, In-service Education
Maryland	Irving W. Herrick	Administrator, Planning and Technical Development
Massachusetts	Patricia P. Brown	State Coordinator, Commonwealth Inservice Institute
Michigan	Paula Brictson	Director, Office of Professional Development
Minnesota	Judy Wain	Supervisor, Pre-Service/In-service Education
Mississippi	Robert McCord	Assistant State Superintendent of Education
Missouri	Richard King	Staff Coordinator of Curriculum Services
Montana	John Voorhis	Manager, Teacher Education and Certification

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*The following states/territories did not submit profiles: Iowa, Kansas, Maine, New Jersey, Oklahoma, Pennsylvania, Virginia, Wisconsin, American Samoa, Guam, Northern Mariana Islands, Trust Territories, Virgin Islands.

+Denotes State/Territory with no federally funded Teacher Centers.

TABLE 1 (continued)

State	Respondent	Title
Nebraska	Robert Dyke	Administrative Assistant, Division of Instruction
Nevada	Lamar LeFevre	Branch Director, Las Vegas Department of Education Teacher Certification
New Hampshire	Gary W. Barker	Consultant, Staff Development
New Mexico	James Pierce	Director of Teacher Education and Certification
New York	Vincent Gazzeta	Director, Division of Teacher Education and Certification
North Carolina	Earle Harper	Associate Director, Division of Staff Development, Teacher Education
+ North Dakota	Roger Kolsrud	Fine Arts Coordinator
Ohio	C. William Phillips	Coordinator, In-service Education
Oregon	Ray Talbert	Specialist, Title IV C
+ Rhode Island	Edward L. Dambruch	Director, Teacher Education and Certification
South Carolina	Albert Dorsey	Supervisor, Teacher Education
+ South Dakota	Morris W. Magnuson	Assistant Superintendent, Instructional Services
Tennessee	Joe Minor	Chief of Curriculum Services
Texas	James Kidd	Associate Commissioner, Department of Professional Development and Instructional Services
Utah	LaMar Allred	Senior Specialist, In-service Education
Vermont	Henry Bissex	Assistant Director, Teacher and Continuing Education
Washington	Alf Langland	Associate Commissioner, Director for Professional Development, Division of Instructional Services
+ West Virginia	Norma M.K.Roberts	Specialist, Continuing Education, Professional Development Systems
+ Wyoming	Melvin Gillispie	Director, Federal Programs
District of Columbia	Joan W. Brown	Executive Director, Division of Curriculum and Staff Development
+ Puerto Rico	Myrna E. Micheli	Director, Grants Unit

Table 2 describes the types of positions the 44 coordinators hold and indicates the number of coordinators associated with teacher education. As displayed in Table 2, over half of those responding to the survey are presently directors or coordinators of specific programs or divisions. Other positions assumed by coordinators include associate commissioner or associate superintendent, specialists or consultants, and associate/ assistant directors. Of the 44 persons responding, over 70 % of the coordinators are associated with teacher education (i.e., teacher certification, in-service, preservice education, and program approval for institutions of higher education). Of the 13 coordinators not directly associated with teacher education, nine (20%) are attached to federal programs units, while five coordinators (11%) work in instructional services units, two are in planning and evaluation and one is in fine arts.

TABLE 2

Positions of Teacher Center Coordinators
and their Relationship to Teacher Education

	Number of Teacher Center Coordinators	
Types of Position	Who Presently Hold a Position of	Who Are Directly Associated with Teacher Education*
Director, Coordinator, Chief, Supervisor or Administrator	25	16
Associate Commissioner or Associate Superintendent	7	6
Specialist or Consultant	6	4
Associate or Assistant Director	5	5
Administrative Assistant	1	---
Total	44	31

*Teacher Education refers to teacher certification, in-service, preservice education, and program approval for institutions of higher education.

Half of the Teacher Center coordinators have held more than one position in their state agency. Two coordinators were hired specifically as the Teacher Center coordinator. The remaining 20 Teacher Center coordinators were hired for the positions they presently hold. As part of that position, they assumed the Teacher Center coordinator responsibilities.

As presented in Table 3, 41% of the coordinators responding to the profile have been in their present position for four or more years. The average number of years is 4.2. The state/territory coordinators who held former SEA positions have been there for an average of 2.5 years.

TABLE 3

Number of Years Experience of Teacher Center Coordinators in Their Present Position

Number of Years in Position	Number of Teacher Center Coordinators
1 year or less	11
2-3 years	15
4 - 9 years	11
10 or more years	7
Mean Years of Experience	4.2 years

In addition to being responsible for Teacher Centers, the coordinators hold various other positions in their state departments. As shown in Table 4, many of the coordinators are also the National Council of States In-Service Education (NCSIE) delegate (64%), the Teacher Corps liaison (48%), and/or are responsible for teacher certification (30%). Additional roles cited by at least five percent of the respondents are: Title IV, Dissemination Capacity Building, college approvals, Title I, or state certification. Responsibilities mentioned as "other" include Title V, special education and vocational training.

TABLE 4

Other Roles of the
Teacher Center Coordinator

Position	Number*
NCSIE Delegate	27
Teacher Corps	21
Teacher Certification	13
Title IV	8
Dissemination Capacity Building	6
NASDTEC/College Approval	6
Title I	5
State Certification**	4
NDN Facilitator	3
Other	34

*Respondents were asked to indicate all that apply.

**State Certification includes comprehensive certification in all positions from superintendent through secretary, as well as in-state and out-of-state college/university program approval for teacher education.

Part II: Coordinators, Support Staff and Financial Support

The information presented in this part of the profile describes the Teacher Center function within the 44 responding states and, particularly, the allocation of time, personnel and money. The data focus on the 35 states that have federally funded Teacher Centers, although data about the nine unfunded states are included where appropriate.

As displayed in Table 5, most state/territory coordinators spend less than 25% of their time with Teacher Centers.

TABLE 5

Number of Coordinators, According to Percentage of Time, Serving Various Numbers of Federally Funded Teacher Centers

Percentage of Time	Number of Coordinators / Number of Federally Funded Teacher Centers Served 0	1	2	3	4	5	6+	Total Number of Coordinators
10% or less	6*	11	3	-	-	-	2	22
11% - 25%	3	4	6	2	1	2	-	18
26% - 50%	-	-	2	-	1	-	-	3
51% - 99%	-	-	-	-	-	-	-	0
100%	-	1	-	-	-	-	-	1

* This number represents the number of coordinators.

A closer examination of the data in Table 5 reveals the following:

- The percentage of time a coordinator is assigned to Teacher Center responsibilities is generally greater in states where there is more than one federally funded center.
- Of the 35 states/territories receiving federal funds for Teacher Centers, over 70% of the coordinators spend less than 25% of their time on Teacher Center responsibilities.
- In the nine states that have no federally funded Teacher Centers, no coordinator spends more than 25% of his/her time providing local school districts with services.

An examination of more detailed data associated with Table 5, but not displayed in the table, reveals the following.

- States/Territories that have two federally funded centers and a Coordinator spending 10% or less time have indicated that they have only a small amount of clerical assistance.
- The two states that have 6 or more federally funded centers but a coordinator who is spending 10% or less of his/her time on Teacher Centers, have indicated that they have full-time professional level assistance as well as substantial clerical assistance.
- The states who report having no federal Teacher Centers, but who indicate a high percentage of time spent on Teacher Centers, have two or more Teacher Centers funded by other sources.

Table 6 presents a matrix of the number of states reporting various percentage levels of support staff in relation to the number of centers in each state. The overwhelming majority of state coordinators did not report any additional support staff at either a professional or clerical level. Seventeen states reported a total of 25 professional staff (i.e., assistant directors, consultants) and/or nine clerical staff.

The percentage of time spent by support staff on Teacher Centers ranges from 5% to over 100%. In general, states with more federally funded Teacher Centers tend to have a higher percentage of support staff assistance.

TABLE 6

Additional SEA Staff for Teacher Center Coordinators

Total Percentage Level of Effort Provided by Support Staff	Number of Coordinators / Number of Federally Funded Teacher Centers Served							Total Number of Coordinators
	0	1	2	3	4	5	6+	
None	9	12	4	1	1	-	-	27
25% or less	-	2	2	-	-	-	-	4
26% - 50%	-	1	1	-	-	1	-	3
51% - 75%	-	-	-	-	1	1	-	2
76% - 100%	-	-	2	-	1	1	-	4
Over 100%	-	1	1	-	-	-	2	4

TABLE 7

Federal Expenditures for Staff and Travel in Thirty-five States with Federally Funded Teacher Centers

Amount of money	Staffing		SEA Travel
	Professional	Clerical	
None	23	27	3
Less than $2,500	2	2	16
$2,500 - $4,999	1	2	9
$5,000 - $9,999	2	3	5
$10,000 - $19,999	4	1	2
$20,000 - $50,000	3	-	-
Total*	$150,725	$ 43,700	$107,300

*Includes FY 80 funds and carry over from FY 79.

TABLE 8

In-kind Expenditures for Staff and Travel in Thirty-five States with Federally Funded Teacher Centers

Amount of money	Staffing		SEA Travel
	Professional	Clerical	
None	5	10	14
Less than $2,500	6	14	15
$2,500 - $4,999	1	6	2
$5,000 - $9,999	8	-	1
$10,000 - $19,999	5	1	-
$20,000 - 50,000	4	-	-
Amount not specified	6	4	3
Total*	$221,850	$50,100	$25,000

*Not all states indicated a dollar amount.

The picture of minimal support staff is altered slightly upon examination of the data about financial support of Teacher Center staff. As this section of data reveals, many states do not use federal money for support staff but do make substantial in-kind contributions.

According to the National Teacher Center Office, the FY 80 total reimbursement to SEA's for technical assistance and dissemination services was $1,265,000. The 35 states responding with federally funded Teacher Centers reported $1,061,600 for FY 80 for these purposes, not including carry over funds of $181,680. (Total FY 80 and carry over budgets reported equal $1,243,280.) Profile responses accounted for approximately 84% of all federal dollars reimbursed to states for FY 80. The 35 responding states with federally funded Teacher Centers also reported in-kind contributions in excess of $438,000.*

The data in Table 7 reveal that over half of the 35 responding states with federally funded Teacher Centers do not use federal money for professional or clerical staff (66% and 77% respectively). Travel for the coordinators and staff is more consistently taken from the federal Teacher Center money.

As shown in Table 8, more than 70% of the 35 responding states contribute from their own budgets to the salary of the state/territory coordinator and support staff. In-kind contributions for staffing in states that contribute to Teacher Center activities range from less than $2,500 to more than $50,000. The federal money utilized for professional and clerical staff totals $194,425, while the in-kind money equals at least $271,950.

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*Five of the nine respondents that do not have federally funded Teacher Centers reported over $8,000 in-kind contributions. However, these states are not included in the data presented in this segment of the profile report because they have no federal Teacher Centers.

More federal Teacher Center money ($107,300) is used for travel than state in-kind money ($25,000). However, as shown in Table 8, more than half of the states contribute a small amount from their own budgets to the travel of the coordinator and staff.

Tables 9 and 10 translate the dollar figures for federal and state in-kind contributions into percentages. As displayed in Table 9, over half of the states do not spend federal money to support professional or clerical staff, while well over half of the states appropriate some federal money to staff travel. The federal money spent on professional staff and clerical staff represents over 15% of the money allocated to the 35 responding states. Travel consumes over 8% of the federal money. Therefore, less than 25% of the federal money reimbursed to states for their Teacher Center support is spent on personnel or their travel.*

As revealed in Table 10, state in-kind contributions are made almost exclusively for personnel salaries and SEA travel. Of the state money accounted for in the profile survey for the 35 funded states, over 65% is spent on personnel and their travel. In addition, seven states reported at least some contribution to personnel and/or travel but did not specify an amount.

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*The use of the remaining 76% of federal money will be described in the final documentation report.

TABLE 9

Percentage of Federal Teacher Center Money Used for Staff and Travel

Percentages	Staffing		SEA Travel
	Professional	Clerical	
None	23	27	4
10% or less	1	5	15
11 - 19%	3	2	9
20 - 29%	4	1	4
30 - 39%	3	-	3
40% or more	1	-	-
Percentages of Federal Budget Reported for FY 80 including carry over from FY 79	12.1%	3.5%	8.6%

TABLE 10

Percentage of In-Kind Money Used for Staff and Travel

Percentages	Staffing		SEA Travel
	Professional	Clerical	
None	3	10	14
10% or less	1	7	11
11 - 19%	1	8	5
20 - 29%	1	4	2
30 - 39%	1	2	-
40 - 49%	2	-	-
50% or more	19	-	-
Amount not Specified	7	4	3
Percentage of In-Kind Budget	50.6%	11.4%	5.7%

SUMMARY

The data presented in this report are based on 44 state profiles which represents a 77% return rate. Thirty-five respondents have federally funded Teacher Centers, nine have none. The responding states received 84% of all federal dollars reimbursed to states for FY 79. In general the data reveal the following kinds of information about state coordinators, support staff and financial support.

State/Territory Coordinators: (based on all 44 states/territories responding to the profile)

- Over 70% of the state/territory Teacher Center coordinators hold administrative level positions of director or above.
- Over 70% of the coordinators are directly associated with teacher education (i.e., teacher certification, in-service, preservice education and program approval for institutions of higher education).
- Over 50% of the coordinators were with their state/territory agency before they moved to their present position which includes Teacher Center responsibilities.
- Over 60% of the coordinators are also the NCSIE delegate, while 48% are the Teacher Corps liaison.

Coordinators, Support Staff and Financial Support: (based on the 35 states responding to the profile that have federally funded Teacher Centers)

- Over 70% of the coordinators assume their Teacher Center responsibilities for less than 25% of their job load. However, in states with more than one center, there is frequently another staff member at a professional or clerical level.
- States contribute over $400,000 of in-kind money to the Teacher Center effort. This money is used mostly for personnel (62%) and, to a lesser extent, for SEA travel (6%).
- Twenty-four percent of the federal Teacher Center money is used for Teacher Center personnel and SEA travel.

Attachment A

State Education Agency Profile

STATE EDUCATION AGENCY PROFILE

Teacher Center Role

Directions: Please respond to all of the items in the profile. When questions are not applicable, indicate with the initials N.A. For the purpose of this profile, the acronym SEA means a State Education Agency, State Department of Education, and/or an education agency for a territory.

State: ______________________________

Person who is being asked to respond to the profile: __________________

Phone number of person responding: __________________

I. Delivery of Services

1. To whom does your SEA provide direct services using Federal Teacher Centers money? (Check all that apply.)

   - _____ Existing federally funded Teacher Centers
   - _____ State funded Teacher Centers
   - _____ Locally funded Teacher Centers
   - _____ LEA's wishing to develop proposals
   - _____ Regional groups
   - _____ Colleges/Universities
   - _____ We parcel out our funds to regional offices.
   - _____ Other _________________________________

2. Please list all the Teacher Centers in your state funded by Federal Teacher Centers money.

Name of Center	Geographic location (e.g., town)

3. Please list all the Teacher Centers in your state funded by "federal" money other than Teacher Centers and provide the source of funds.

Name of Center	Geographic location (e.g., town)	Source of Funds (e.g.: Title IVC)

4. Please list all the Teacher Centers in your state funded by "state" money.

Name of Center	Geographic location (e.g., town)

5. Please list all the Teacher Centers in your state funded by "local" money.

Name of Center	Geographic location (e.g., town)

II. Organization/Facilities

1. Through what unit in your SEA are the Teacher Center services provided (e.g., Teacher Certification)? Please attach an organizational chart if available.

2. Describe the relationship of your unit to other SEA staff development units/functions within your state (e.g., We are one of two units that provide staff development services - the other unit includes the State Facilitator Center, Dissemination Capacity Building and Title IV).

3. What other SEA resources are available in providing Teacher Center services? (e.g., Dissemination Services Unit, NDN State Facilitators, Teacher Certification)

4. Describe where the Teacher Center services are housed in relationship to other SEA offices? (e.g., in same building, across town, 500 miles from SEA main office, etc.)

III. Personnel

1. Besides being the designated state coordinator for Teacher Centers, what other organizations/groups or roles do you represent or serve in your state? (Check all that apply)

____ Teacher Corps

____ Teacher Certification

____ NCSIE delegate

____ State Certification

____ Title I

____ Title IV

____ Dissemination Capacity Building

____ NDN Facilitator

____ Other ______________________
(please specify)

____ ______________________

____ ______________________

____ ______________________

____ ______________________

III. Personnel

Please provide the following information about all persons in your SEA, (including yourself), who assume a primary role in providing services to federally funded Teacher Centers. (Federal, state, or local funded teacher centers should be included.)

Name	Present Position	Number of Years in Present Position	% of time assigned to Teacher Center Activities	Amount of Federal Teacher Center Dollars Allocated/Year for salary is	Was the person hired specifically for this purpose? (circle one)	What other major roles does the person fulfill in the SEA?	(Only respond if previously with SEA) Previous Position	No. of Years in Previous Position
Example: 1. John Doe	SEA Coordinator for Teacher Centers	2	50%	$15,000.00	Yes No	Teacher Corps SEA Inservice Coordinator NCSIE delegate	Voc. Ed Director	2
2.					Yes No			
3.					Yes No			
4.					Yes No			
5.					Yes No			

IV. Financial Data

1. How much money did your SEA

   (a) receive from the USOE Federal Teacher Center for services to Teacher Centers in your state from October 1, 1979 - September 30, 1980? ____

   (b) carry over from previous year's allocations from USOE for Teacher Center services? ____

TOTAL ☐

Using the total for 1(a & b), how is the money provided by USOE for Teacher Center service being spent in your SEA? (Check all the categories that apply and indicate approximate amounts and percentage of funds.)

		Amount
____	Personnel (Professional)	____
____	Personnel (Clerical)	____
____	Travel (SEA staff)	____
____	Travel (funds for local project staff)	____
____	Operating expenses (i.e., office supplies, telephone, printing)	____
____	Meetings, Conferences, Workshops, and Consultants	____
____	Informational/Resource Materials	____
____	Cluster Activities	____
____	Direct Grants to LEA's	____
____	Others (Please specify)	
	____________	____
	____________	____
	____________	____

Total ☐

2. What inkind contributions (personnel, resource materials, etc.) does your state make to providing Teacher Center services? (Check all that apply and indicate approximate amounts. Include in-kind contributions from federal sources, NCSIE, etc.)

		Amount
___	Personnel (Professional)	___
___	Personnel (Clerical)	___
___	Travel (SEA staff)	___
___	Travel (funds for local project staff)	___
___	Operating expenses (i.e., office supplies, telephone, printing)	___
___	Meetings, Conferences, Workshops, and Consultants	___
___	Informational/Resource Materials	___
___	Cluster Activities	___
___	Direct Grants to LEA's	___
___	Others (Please specify)	
	___	___
	___	___
	___	___
	Total	☐

Appendix C

WHAT IS A TEACHER CENTER?

THE NEED

Perhaps today more than ever, the challenge to public school teachers is teaching in a truly democratic institution where all the children of all the people can expect to receive a quality education. Whatever their abilities, handicaps, motivations, interests, and socio-economic backgrounds, students can expect to be accepted where they are and be moved forward to whatever achievement possible. While there have been more successes than failures in this effort, new teaching skills and extensive training is needed to make this challenge a greater reality. Teachers must continually expand their awareness of the world, know the stages of growth and learning taking place in students, know what unlocks learning for some and blocks learning for others, and they must acquire the skills to orchestrate many learning activities for many kinds of students. This requires a dynamic education process for teachers that is more constant than an occasional university course or an advanced degree. It requires daily accessability of material, ideas, expertise, knowledge, and support.

Teacher Centers were born from this need. Their organization is based on the assumption that teachers can and will design a plan to acquire the knowledge and skills to help themselves better teach all the children of all the people.

THE ACTION

Teacher Centers are governed by a policy board of teachers, administrators, and representatives of higher education, who make policies about budget priorities, staff positions, and program offerings for their fellow teachers.

Teacher Centers are staffed by people who, in most cases, were classroom teachers just prior to accepting a teacher center position.

Teacher Centers are designed by teachers through the policy boards, staffs, and teachers at large who help plan the services and programs of the Centers.

Teachers come daily - after classes they are dismissed to the Teacher Center to get ideas, to make materials, and to share feelings with other teachers. They talk about their classroom successes and failures without fear; they discuss the special needs of their students with the teacher center staff. They counsel professionally and personally and find support to work through problems that are blocking their classroom effectiveness. They explore and experience new learning materials and techniques; they study, research, and experiment. They use center materials and staff expertise for classroom demonstrations; they design workshops and study groups for themselves; they lead workshops for colleagues.

Teacher Centers are places where a teacher's inservice education can be individualized, constant and on-going; they are places where community people meet teachers to discuss community school education plans.

Hopefully, Teacher Centers can become the catalyst for educational change that will indeed help us better educate all of our children for a more fully productive society.

by

Jean Owen
Director
SPEC Teacher Center
Albemarle, North Carolina
704/983-2126

WHAT IS A TEACHER CENTER?

The best place to start the answer to the title question is to look at the purpose of the Teacher Centers as it appears in the actual legislation:

> ". . . . The purpose of the teacher centers program is to meet the professional needs of teachers as defined by teacher center policy boards, thus enabling teachers to meet better the educational needs of their students, ..."

In other words, if the legislation is properly activated, teachers, through their policy boards, should determine what they need to help them teach. The teachers perceive the needs that would help them better serve their students.

All this points to the Teacher Center as a concept of delivering to the teachers what the teachers want. It could be a delivery system working through one particular site, many sites, or no particular site. It could include a few hours directed by a teacher who has had success teaching a particular topic. It could be some sessions given by college personnel on the latest research in a special field. It could be formal courses or informal get togethers. It could be so many things. Things limited only by a lack of imagination, structural inflexibilities, or a lack of funds.

But, before a Teacher Center can be anything, it has to earn the confidence of the teachers involved. For so long teachers have been subjected to all types of inservice programs that they had not really requested. These programs frequently originated from sources other than teachers. To criticize them might not only be foolhardy, but job threatening. So teachers have been conditioned to a jaundiced view of many inservice programs. The Teacher Center concept will have to recondition them.

We come back to "What is a Teacher Center?" It's a concept to give the teachers what they feel they need to better teach their students. Embodied in this concept is the obligation to garner the confidence of the teachers and to make their voluntary participation non threatening and non evaluative. Locked up in our classrooms are many good ideas and many challenging problems. The Teacher Center concept could unlock both, maybe even fit many aspects of each together.

by

Jack Steinberg
The Philadelphia Federation of
Teachers Health and Welfare Fund
1816 Chestnut Street
Philadelphia, Pennsylvania 19103
215/561-2722

SOME IMPLICATIONS OF CENTERING

There have now been teacher centers in some parts of the United States for more than a decade. Little was heard or written concerning them, however, until 1976, just prior to federal legislation which enabled planning and operation of centers. Each new center is mandated supervision by a Policy Board comprised of a majority of teachers, and collaborative arrangements between local education agencies, professional teachers, and institutions of higher education which include education departments. Often boards are inclusive of parents and community persons. Each center is established for the particular purpose of giving requested assistance to teachers in their self-perceived needs areas that they may serve their students better.

The arrival of PL. 94-482, The Teacher Center Act, was most apropros. Local education agencies, the teaching professional, and the institution of higher education were on the brink of seemingly irreparable dissention. No small amount of apprehension followed the issuance of regulations and even the final selections. However, concerned and insightful groups perceived possibilities and implications as an inversion. No longer were groups in adverse positions, they had become cohorts, collectively promoting professional growth for the good of students. Over the past two years policy board efforts to determine teacher centers have reflected significant and profound implications for workable situations and educational climate in general.

Respectful communication - There can be no working relationship without meaningful dialogue. Collaborative arrangements promote communication, focus, and progress. Optimum communication can only prevail when each participant has reciprical respect and acceptance as a member of the new group. Non-respect breeds insecurity, and consequently inability to concentrate on group goals. Collaboration means casting aside individual stereotypes and accepting the role of policy board member--becoming "Member of the Policy Board," rather than "teacher", "administrator" or "dean"--that a program for professional growth be advanced.

Options and alternatives - Just as providing enhanced opportunities for students are seen as end goals of professional growth, providing optional and alternative means for both teachers and students is the path to attainment. The public and educators have had little difficulty in accepting the individuality of students. Impasses are most often reached at the points of goals and of means by which educators reach those goals. Teacher centers, by their very essence, are clearly qualified to speak of possibilities for ends' attainment. To address options policy boards must concern themselves with the philosophical issues and implications of education. Their members must be aware, involved, and knowledgeable, if they are to provide a forum and direction for educational change.

Reflection on learning - There could be no better area for the consideration and study of learning modes than teacher centers. Students, teachers and on-site activities provide a setting for study. Most centers allow time for reflections, discussion and exchanges of ideas.

The mature teacher - Through Centering, teachers are truly part of the academic community. They may become respected by colleagues as experts and consultants in their individual fields. Inservice teachers have opportunities to develop and mature with the support of other professionals, administrators and university consultants. A non-evaluative framework allows one to admit areas of deficiencies and make requests for help. Each of us has the right to reflect upon our inequities and ask for non-judgemental assistance -- this we deserve for the betterment of our students' learning!

by

Mary E. Hamilton, Ed.D.
Director, Southwest Arkansas Teacher Center
3607 Grand
Texarkana, AR 75502
501/774-2534

TEACHER CENTER - IN SEARCH OF A DEFINITION

Defining "teacher center" is a bit like defining "restaurant". There are, needless to say, many kinds of restaurants. Some specialize in a specific cuisine while others try to offer something for every taste. Some provide a precisely orchestrated experience in cookery, presentation, and ambience while others invite you to concoct your own meal from a smorgasbord or culinary components and then find yourself a place to sit down. Facilities can range from a rotating eyrie of glass and chrome to a rustic porch behind an old inn. If in searching for a comprehensive description of "restaurant", one narrows the definition much beyond Webster's "a place where food can be bought and eaten", there is the possibility of doing an injustice to some very good places to eat.

Likewise, any attempt to define "teacher center" beyond "a program governed predominantly by teachers that provides support services to teachers and others in their efforts to improve educational practices," is likely to leave some effective projects on the outside looking in. For this reason, leaving the broad strokes to others, I'm choosing to describe only the single teacher center that I know best, the School Resource Network in Santa Barbara and Ventura Counties, California.

First, a few dry parameters:

Turf - 4500 square miles, two counties, forty-five school districts, 350 schools.

Clients - 8,000 teachers and administrators, plus paraprofessionals, involved parents and other agency staffs.

Budget - approximately $210,000 federal dollars per year.

The project began in September 1978 with a strong independent policy board and an LEA that was willing to give complete self-governance a chance. The newly hired staff and the policy board quickly arrived at this mutually shared conviction: The detailed dreaming and planning invested in the initial proposal notwithstanding, the crucial characteristic of the center was to be teacher/client centeredness. That meant that we had to meet the clients face-to-face, and without pre-conception, ask what they wanted us to be and then, be that thing! Ten regional all-day meetings were held with teacher representatives from nearly every one of the 350 schools. These teachers were asked to identify what was getting in the way of their professional fulfillment. Chart paper began filling with a potpourri of issues - stress, poor communication, isolation, low self-esteem, poor discipline, too much paperwork, need for volunteers, classroom speakers, improved curriculum, training in soup to nuts. On and on the list grew. I felt like Pandora with a flow pen. Then the question, "What can a staff of three, a small office, and a modest budget do to meet such a variety of needs?" Again, the charts filled, this time with suggested soulutions. What did they want? A one-stop shopping center for educational resources - a place to call for any resource needed, whether it be materials, a consultant, a training opportunity or just a sympathetic ear. They wanted someone who, rather than lecturing them on their deficiencies, would say, "Your're the professional, tell us what you want and we'll get it for you!" Mercifully the bumble bee never heard the engineer proclaim its inability to fly. Equally unencumbered by sagacity, the SRN took off!

It was immediately obvious to the staff that the only way to deliver on such a prodigious promise was to tap the wealth of unidentified resources already in the local area. A panacea we could not be. A catalyst? Maybe! An aggressive program to identify teachers both able and willing to assist their peers was initiated. Additionally, it was astounding to discover that hidden behind a forest of acronyms, an army of local, state and federal agencies, projects, programs and people waited to serve a client system who, for the most part, didn't know they were there. The County Museum was persuaded to take their artifacts to the schools and teachers trained museum docents how to make classroom presentations. The Cummunity College was enlisted to provide training for classroom aids. State trainers were brought into the area to hold awareness workshops in Special Education for regular teachers, workshops designed cooperatively by the presenters and the participants. Experienced teachers manned the center's phones, finding animals from the 4-H Club to visit classrooms and scientists from the nearby missile base to speak on technical careers and meteorology. A computer program was developed to capture this burgeoning list of resources.

As the experience of the staff increased and the entries in the resource files multiplied, the time it took to fill a client request was cut in half and then cut in half again. More than 10,000 individual requests for service were filled during the first year of operation. It appeared that the bumble bee was going to make it after all.

The major goal of maintaining the client-centered orientation of the center was supported by several policy decisions. First, it was made clear that the center would only provide services when those services were directly requested and defined by the recipients. A principal who called to say "my teachers need . . . " would be offered a visit by a center staff member who would meet with the teachers and the principal and facilitate a needs assessment process. This process would result in a plan of action planned by and "owned" by the clients themselves. A second policy decision called for intensive and continuous user evaluation of the center's operation. Every request was documented and the service evaluated by the recipient. A constant theme was repeated daily - how can we do it better? Is it what you want?

Another theme was continually sounded, as well. While the center's primary clients were the teachers, it was recognized that education is a joint enterprise. Requests for service were welcomed from all role groups, teachers, principals, district staff, superintendents, board members, parents and community members. After an initial period of "wait and see" we began to receive calls for assistance from management.

Curriculum guides, courses of study and skill continuums were requested by district offices. Center staff designed a process of evaluating district performance for a board and superintendent. PTAs asked for help in finding speakers on parenting and public relations.

Now, what does the School Resource Network look like as it approaches the third year of operation? The essential client-centered philosophy remains intact as does the one-stop shopping center concept and the network of school representatives (AKA site liaisons). A second generation computer program has been developed and several spin-off projects are now functioning with their own funding sources in the areas of career education, curriculum development, and research. But being committed to flexibility and responsiveness has its pitfalls. As the poster says, "Just when we found all of life's answers, they changed the questions!" The first year the preponderance of requests were for human factors - morale, communication, stress and burnout. The second year the emphasis shifted to curriculum. The field is now asking for increased help in school-level in-service planning. School principals, sensing that they are prime targets in the next wave of school reform efforts, are actively seeking staff development in such areas as supervision of instruction and group process skills.

So what's it all been for? Is this program just a transient burst of optimistic energy destined to disappear when the soft money runs out? I think not. A subtle, but powerful form of institutionalization has been taking place, even in this short time. County, district and school staffs are taking a new look at homegrown talent and the multiple benefits of peer leadership. Collaborative planning at the school level is being enhanced by local facilitator teams. The county offices are experimenting with new approaches to needs assessment and workshop planning based upon the center's successful experiences with client-centered processes.

And what will happen to the staff when the soft money runs out? Well, maybe we'll open a restaurant.

by

Steve Kingsford
School Resource Network
Ventura County Schools Office
535 E. Main Street
County Office Building
Ventura, California 93009
805/654-2164

Appendix D

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

December 24, 1980

TO: Superintendents of Schools, President of Local Teacher Organizations, NEA/RI and RIFT/AFT

FROM: Arthur R. Pontarelli ARP
Acting Commissioner

SUBJECT: National Teacher Centers Program

The Federal Register of December 8, 1980 (copy enclosed) contains the notice of closing for the submission of proposals to be funded by the National Teacher Centers Program. These proposals are to be submitted to the State Education Agency by February 17, 1981.

If you are interested in submitting a proposal please contact Mr. Edward L. Dambruch at 277-6836 for further information and assistance.

TCS:ELD:pmm

Enclosure

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

MEMORANDUM

TO: Local Superintendents of Public Schools
Education Deans or Heads of Teacher Education Programs

FROM: J. Earle Harper, Associate Director
Division of Staff Development
Teacher Education Area

J. Earle Harper

RE: Federal Teacher Center Proposals for 1980

DATE: August 23, 1979

We are currently projecting the same dates for the 1980 fiscal year grant cycle as for Year 2: applications due to State agencies by January 31, 1980; State agencies to review all applications and forward them to the Office of Education with comment by March 1, 1980. It is expected that the 1980 form "Application for Grants under the Teacher Centers Program," will be available by early October. Dissemination of application information will be handled by our office.

The budget for 1980 for the Teacher Centers Program is currently projected to be $13 million, an increase of $375,000 over fiscal 1979. This level of funding combined with carry-over funds from fiscal 1979 would be sufficient to operationalize the three 1979 planning grants and fund a modest number of new planning grants nationwide.

Please indicate in writing your desire to apply no later than Friday, September 14, 1979. Whether you apply or not, you may be placed on our mailing list to receive materials and other information generated by this program. If you are interested in starting a teacher center or currently have one in operation and wish to receive this service, please advise.

For your information, I am enclosing a brief description of the Teacher Centers Program. If I can provide further assistance, please let me know.

Your cooperation is appreciated.

JEH:phd

Enclosure

FEDERAL TEACHER CENTERS PROGRAM

Section 532 of the Higher Education Act of 1965, as enacted by Section 153 of the Education Amendments of 1976 (P. L. 94-482), authorized the Commissioner of Education to make grants to local educational agencies to assist them in planning, establishing, and operating teacher centers. The statute also authorizes the Commissioner to make grants to institutions of higher education with ten percent of the funds to operate teacher centers. Federal regulations governing the program were first published in the Federal Register on Wednesday, January 11, 1978. $8.25 million was appropriated by the Congress for the first year of operation for 1978. $12.625 million was appropriated for 1979. $13.0 million is projected for 1980.

The statute defines "teacher center" as a site which serves teachers from public and non-public schools of a State, or an area or community within a State in which teachers, with the assistance of such consultants and experts as may be necessary, may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of their students.

The regulation implements these provisions by broadly defining the term "site," describing allowable activities of a teacher center, and clarifying the teacher center's obligation to serve non-public school teachers. In addition to regular full-time classroom teachers, the regulation lists seventeen additional categories of participants in teacher center activities which are as follows: (1) Paraprofessionals; (2) Teacher aides; (3) Pre-school teachers; (4) Teachers of adults below the college level; (5) Counselors; (6) Principals; (7) Other administrators; (8) Supervisors; (9) Curriculum Specialists; (10) Librarians; (11) Media Specialists; (12) Elementary and secondary school students; (13) Parents of elementary and secondary school students; (14) Substitute teachers; (15) Part-time teachers; (16) Teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching; and (17) Intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act. The teacher center policy board for a particular center decides which of the categories of eligible participants may participate in the center's activities.

A key innovative feature of the statute is its provision that each teacher center shall be operated under the supervision of a teacher center policy board which is representative of elementary and secondary classroom teachers to be served by the center, fairly reflecting the make-up of all school teachers, including special education and vocational education teachers. The statute also provides that the teacher center policy board shall include individuals representative of, or designated by, the school board of the local education agency served by the center, at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

The regulation implements these statutory provisions in a number of sections. The teacher center policy board's authority for the center is broadly stated in a definition of the term "supervision" and by requiring the board to participate fully in the preparation of, and approval of, the application. With respect to the selection of teacher representatives constituting the majority of the board, "teacher" is defined narrowly to include only regular, full-time classroom teachers engaged in teaching elementary or secondary school students and indicates that the teacher representatives must fairly reflect the make-up of all teachers in the area to be served.

(OVER)

FEDERAL TEACHER CENTERS PROGRAM

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(OVER)

State of North Carolina
Superintendent of Public Instruction
Raleigh 27611

A. CRAIG PHILLIPS
SUPERINTENDENT

ELIZABETH DUNCAN KOONTZ
ASSISTANT SUPERINTENDENT

MEMORANDUM

TO: Applicants and Interested Persons
Federal Teacher Centers Program

FROM: J. Earle Harper, Associate Director JEH
Division of Staff Development

DATE: October 19, 1979

I would like to invite you to a meeting we have scheduled to discuss application requirements for the teacher center program and to share with you some of the practices and procedures utilized by the funded projects in North Carolina. The meeting will be held in the Board Room on the third floor of the Education Building from 10:00 a.m. to 1:00 p.m, in Raleigh on Tuesday, November 20, 1979. I encourage you to attend and bring a classroom teacher representative with you from your teacher center policy board.

Please advise me as to whether or not you plan to attend this meeting prior to Thursday, November 1, 1979. Because of space limitations, it will be necessary to limit participation to two (2) representatives from each project. I also need to know if you desire to have a copy of the funded projects in North Carolina. These are the Southern Piedmont Education Consortium Teacher Center Project administered by the Albemarle City Schools and the Mountain Area Teacher Education Center Project administered by the Buncombe County Schools.

If you have not already done so, it would be helpful for LEA applicants to involve the Local Coordinators of Staff Development in the planning and operation of the project.

I look forward to hearing from you.

JEH:phd

A. CRAIG PHILLIPS
SUPERINTENDENT

State of North Carolina
Superintendent of Public Instruction
Raleigh 27611

ELIZABETH DUNCAN KOONTZ
ASSISTANT SUPERINTENDENT

MEMORANDUM

TO: Applicants and Other Interested Persons
Federal Teacher Centers Program, 1980

FROM: J. Earle Harper, Associate Director
Division of Staff Development

DATE: September 28, 1979

The closing dates for applications are January 31, 1980 to the State and March 3, 1980 to USOE.

It is estimated that approximately $600,000 will be available for grants to new projects. This amount would support only about four (4) new operational projects but would fund approximately twenty (20) new planning projects. HEW, therefore, strongly encourages applicants to apply for planning grants instead of operational grants.

Institutions of higher education are not eligible to apply for planning grants and it is impracticable for them to apply for operational grants since the amount of funds available to them is estimated to be only $60,000. Therefore, HEW plans to award the entire ten percent (10%) set aside to institutions of higher education whose teacher center projects began in fiscal years 1978 and 1979 and are being continued.

Application forms are expected to be ready for mailing from HEW by November 30, 1979. Our office will forward the application packet to you shortly thereafter. We anticipate that the application procedure will be similar to the one utilized last year.

We will plan a briefing sometime in November for those agencies wishing to apply for grants for FY 1980 and will contact you at a later date regarding that meeting.

If your agency applied for a teacher center project for FY 1979, I am enclosing a copy of the federal review point assignment and reviewer comments.

If I can provide further assistance, please let me know.

JEH:phd
Attachment

cc: Teacher Education Staff

SPI

Superintendent of Public Instruction

DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

October 1, 1979

( ) Attention Needed
(X) Informational

Bulletin No. 19-79 Instructional and Professional Services

TO: Deans and Directors of Education
Chief School District Administrators
Professional Associations
Educational Service District Superintendents

FROM: Frank B. Brouillet, State Superintendent of Public Instruction

RE: New Teacher Center and Teacher Corps Projects for FY 1980

Teacher Corps and Teacher Centers are federal, categorical programs for staff development, authorized under Title V of the Higher Education Act of 1965, as amended.

TEACHER CORPS

Teacher Corps grants are awarded to colleges or universities cooperating with a local school district. The purposes are to strengthen the learning opportunities for low-income public school students and to assist colleges/universities to broaden and improve their teacher preparation program and the inservice education of the practicing school personnel.

Due to a reduction in the Teacher Corps appropriation, no new projects will be started in 1980-81; therefore, there will not be an application period for new Teacher Corps projects during 1979-80. The two projects currently funded, Western Washington University-Arlington and Washington State University-Pasco, will continue next year.

TEACHER CENTERS

Teacher Center grants are awarded to local school districts or colleges/universities. The purposes are to meet the inservice needs of K-12 staff or to provide school staffs opportunities to develop curricula, learn new methods and research applications. Local objectives must meet the needs of pupils and must provide evidence of the potential for increasing the effectiveness of participating staff. The proposal must also show potential for impacting the local inservice/curriculum programs. Projects are managed by a policy board which consists of a majority of teachers.

Approximately $600,000 will be available for 1980-81 projects. The Office of Education is encouraging local districts to submit only planning grants. Given the funding, about twenty planning grants could be funded nationally during FY 1980.

Teacher Center application materials and forms will be ready for mailing by November 30, 1979 from the Office of Education. Completed applications must be submitted to the SPI office by January 31, 1980. SPI must review and approve Teacher Center proposals prior to their being forwarded to the Office of Education.

Staff from the SPI Office are available to provide assistance to local school districts considering submitting proposals.

For further information, consult the August 23, 1979 Federal Register or Alf Langland, Associate for Professional Development, Old Capitol Building, Olympia, Washington 98504; telephone (206) 753-1031 or Scan 234-1031.

Monica Schmidt
Assistant Superintendent
Instructional and Professional Services

Lillian V. Cady
Director
Professional Education

Alf Langland
Associate for Professional Development
Professional Education

Appendix E

TIMETABLE FOR PROPOSAL DEVELOPMENT

Proposal Developed by ______________________________

Title/Topic of Proposal ______________________________

Source of Funding _______________ Funds Available ________

Funding Agency _________________ Closing Date __________

Section of Proposal/ Required Activity	Sub-Activities	# of Days Required	Date Completed
Planning Process	- Strategy - Meetings with participating CSDs/IHEs/SED/USOE/etc.		
NPS Participation	- Meetings with NPS agency reps. - Data collection		
Needs Assessment	- Research - Data collection - Review of similar programs		
Objectives	- Terminal - Enabling		
Activities	- Scope of Work - Timeline		
Evaluation Design	- Consultation with Evaluator(s)		
Budget	- Approval of Bureau of Reimbursable Programs		
General Information	- Cover Page - Required Data		
Overview	- Abstract		
Editing	- Format - "Polishing"		
Packaging	- Signatures - Duplicating		

NOTE: *The timetable presented above was designed to assist proposal writers in the planning and developing of their projects.*

(This timetable is Page 14, Information Center for Proposal Development, A Project Manual, 1976-77, David B. Sherman and Miriam Smith editors, the New York City Board of Education, the City School District of the City of New York, New York, 1977.

OREGON PROPOSAL REVIEW MATERIALS
1980-81

The following materials were developed by Ray Talbert, Oregon State Teacher Center Coordinator, to be used in the State Review process.

Part I is the form used by readers.

Part II is the review summary of reader's comments and scores, by the State, to be returned to the applicant.

Part III is the technical review form delineating application requirements.

PART I (OREGON)

TCP PROPOSAL REVIEW

Proposal No.	Reviewer No.	Rating

CRITERION 1. 240.31(a). Plan of Operation. The plan shows:	Points 10

(1) High quality in the design (2) an effective plan of management (3) a clear description of how the objectives relate to the purposes (4) the way it is planned to use resources and personnel to achieve each objective (5) a clear description of how equal access will be provided to members of racial or ethnic minority groups, women, handicapped and teachers at nonprofit private schools.

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

Proposal No. Reviewer No. Rating

CRITERION 2. 240.31(b). Quality of Key Personnel. The application shows:	Points 7

(1) The qualifications of the project director (if there is one) (2) the qualifications of each of other key personnel (3) the time that each of the above will commit to the project (4) the extent to which it encourages applications from members of racial or ethnic minorities, women, handicapped persons and the elderly.

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

			3	
Proposal No.	Reviewer No.	Rating	4	

	Points
CRITERION 3. 240.31(c). Budget and Cost Effectiveness.	5
The application shows that (1) the budget is adequate to support the activities and (2) costs are reasonable in relation to the project activities.	

COMMENTS

	Points
CRITERION 4. 240.31(d). Evaluation Plan.	5
(1) The application has information that shows the quality of the plan and (2) that the methods of evaluation are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.	

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

			5	
Proposal No.	Reviewer No.	Rating	6	

CRITERION 5. 240.31(e). Adequacy of Resources.	Points 5
(1) The applicant plans to devote adequate resources to the project (2) the facilities are adequate (3) the equipment and supplies are adequate.	

COMMENTS

CRITERION 6. 240.31(f). Authority of Policy Board.	Points 10
The application shows the extent of the teacher center policy board's authority and responsibility for supervision of the center.	

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

			7	
Proposal No.	Reviewer No.	Rating	8	

CRITERION 7. 240.31(g). Potential for Increasing Teacher Effectiveness.	Points 20
The potential for increasing teacher effectiveness of the teachers served in terms of the learning needs of students.	

COMMENTS

CRITERION 8. 240.31(h). Adequacy of Dissemination.	Points 3
Adequacy of provisions for dissemination of the results of the project.	

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

Proposal No.	Reviewer No.	Rating	9 10

CRITERION 9. 240.31(i). Size, Scope and Duration.	Points 5

Shows appropriateness of size, scope and duration of the project so as to secure productive results.

COMMENTS

CRITERION 10. 240.31(j). Potential Impact on Inservice Training.	Points 15

Shows the potential impact of the teacher to impact upon and improve the grantee's overall program of inservice training for teachers.

COMMENTS

Use reverse side if needed

TCP PROPOSAL REVIEW

Proposal No.	Reviewer No.	Rating	11	
			12	

CRITERION 11. 240.31(k). Representativeness of the Policy Board.	Points 10
Shows the representativeness required under 240.13.	

COMMENTS

CRITERION 12. 240.31(l). Support of New or Expanded Activities.	Points 5
The information shows the extent to which federal funds will support new or expanded activities rather than supporting activities that are already being paid for from other sources.	

COMMENTS

Use reverse side if needed

RT:amk
1/6/81

TCP PROPOSAL REVIEW SUMMARY PART II (OREGON)

CRITERION 1, 240.31 (a): Plan of Operation (10 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS	WRITER'S RESPONSE TO REVIEW
	Proposal Modifications
	Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 2, 240.31 (b): Quality of Key Personnel (7 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 3, 240.31 (c): Budget and Cost Effectiveness (5 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 4, 240.31 (d): Evaluation Plan

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 5, 240.31 (e): Adequacy of Resources (5 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 6, 240.31 (f): Authority and Responsibility of Policy Board (10 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 7, 240.31 (g): Potential for Increasing Teacher Effectiveness (20 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 8, 240.31 (h): Adequacy of Dissemination (3 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 9, 240.31 (i): Size, Scope and Duration (5 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL RE[illegible] SUMMARY

CRITERION 10, 240.31 (j): Impact on Overall Program of Inservice (15 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 11, 240.31 (k): Representativeness of Policy Board (10 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

TCP PROPOSAL REVIEW SUMMARY

CRITERION 12, 240.31 (1): Support of New or Expanded Activities (5 points)

RATINGS:

READER NO.	1	2	3	4	5	6	7	8	Mean
RATING									

Proposal No.	

REVIEWER'S COMMENTS

WRITER'S RESPONSE TO REVIEW

Proposal Modifications

Summarize changes made. Identify page number(s) where modifications made. Write NO CHANGE if you elect not to modify your proposal.

SUPERINTENDENT OF PUBLIC INSTRUCTION
Washington State

COMMENTS REGARDING TEACHER CENTER APPLICATION

Applicant Spokane School District, Spokane, Washington

The application is for a planning grant to develop a Teacher Center to serve the Spokane School District and non-public schools within the area. Letters of support are included from local colleges and universities which have or will participate in activities.

The policy board includes representatives from the organizations specified in federal rules and regulations. The policy board will have responsibilities for establishing policies, providing direction, setting priorities and allocating resources. The organization of the Teacher Center is viewed as unique in that it will emphasize a collegial (horizontal) rather than a vertical structure.

Considerable study has gone into the development of the rationale underlying each of the needs; where appropriate this examination has included review of authoritative literature and/or research as well as investigation of data available from statewide studies and local assessment of pupils and staff needs.

The intent of the policy board is to focus development of Teacher Center activities on student needs, in particular student behavior change and student achievement. Needs, objectives, and goals are explicity stated and interdependent.

The proposal identifies the several subsystems which will be addressed by or must exist in the teacher center. These subsystems are viewed by the policy board as essential if the center is to respond to clientele's needs or operational elements of the teacher center.

The policy board has already identified some consultants whom they will invite to assist them during the planning phase. Staff and consultant requirements and qualification appear to be appropriate. Two planning coordinators (one a teacher and one an administrator) will oversee activities and be responsible to the policy board.

The applicant district will pay one-half of the salary of one of the coordinators as well as provide released time for teachers on the policy board. This is an indication of the district's commitment to continuing education and a significant in-kind contribution when coupled with in-kind contributions of certain facilities and resources. Minimal federal funds will be used for released time.

Although some inservice activity exists in Spokane, it has been sporadic and has lacked overall coordination. The proposed teacher center will not supplant those limited offerings. The relationships and complementary aspects of current inservice and teacher center activities will be addressed during the planning period.

The Superintendent of Public Instruction recommends that this proposal for a Teacher Center planning grant be considered for funding.

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

April 26, 1978

Dr. William Thos. Carter, Director
Division of Educational Systems Development
U.S. Office of Education
Washington, D.C. 20202

ATTENTION: Dr. Allen Schmieder
Teacher Centers Program

Dear Dr. Carter:

The Superintendent of Public Instruction, Washington State, forwards herewith three copies of the Teacher Center application and proposal submitted by Spokane School District, Spokane, Washington. Two completed acknowledgement cards are enclosed and it is requested that one be returned to the applicant and one to this office.

Each proposal was reviewed by a representative panel; comments pertinent to federal criteria are presented on the enclosure.

The Superintendent of Public Instruction is enthusiastic about the contributions which Teacher Centers will make to continuing professional education in Washington State. Although the last session of our Legislature passed a State Inservice Act, it did not allocate any funds to support inservice activities.

The Teacher Center rules and regulations are very consistent with Washington State's program standards for competency-based preservice and continuing education. Those standards require collaboration among agencies in program development and implementation.

Please contact us if we can provide any additional information.

Sincerely,

Lillian V. Cady

Lillian V. Cady, Ph.D.
Director, Professional
Education and Certification
Teacher Center Liaison

LVC/pc

Enclosures

Appendix F

Mail to:

D. J. Peterson, Conference Coordinator
Office of Staff Development
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Asilomar
Announcing!

Annual Statewide Staff Development Conference

January 11-13, 1981

Asilomar
Pacific Grove, California

Sponsored by the
CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction

Types of Sessions and Workshops

- Resources and Money
  - Title IV-C
  - AB 551 Local Staff Development Programs
  - State School Resource Centers
  - Federal Teacher Centers
  - Professional Development and Program Improvement Centers
  - Special Education
  - School Improvement
  - Title I
  - Compensatory Education
  - EIA
  - Adult Education
  - California Writing Project
- Personal Growth
  - Time Management
  - Consultation Skills
  - Team Building
  - Stress Management
  - How to Write a Proposal
  - Leadership Effectiveness Training
- Promising Programs and Teaching Strategies
  - Mastery teaching--Title IV-C Project
  - Discipline Workshop
  - Equal Opportunity in the Classroom
  - Synergy
  - BTES Program Implementation
  - Parent Education
  - Proficiencies
- What is Good Staff Development
  - Research Findings
  - How to Develop a Climate for Staff Development
  - Needs Assessments
  - Planning
  - Implementation
  - How to Get Administrators Involved
  - Training for Administrators
  - Bilingual Programs
  - Special Education Training
  - How to Plan and Coordinate IHEs (Institutions of Higher Education) with School Districts
- Legislation and State Direction
  - Update on Legislation
  - State Plan for Coordinating Staff Development

Conference Schedule

Sunday, January 11, 1981	3:00 p.m. - 5:00 p.m.	Registration
	6:00 p.m.	Dinner
	7:30 p.m. - 9:30 p.m.	Panel Discussion--"What is Effective Staff Development"
Monday, January 12, 1981	8:45 a.m. - 5:00 p.m.	Sessions
	5:00 p.m. - 6:00 p.m.	Reception
	6:00 p.m. - 8:00 p.m.	Dinner and Legislative Update Panel
Tuesday, January 13, 1981	8:45 a.m. - 12:00 noon	Sessions
	12:00 noon - 1:00 p.m.	Luncheon and summation
	1:00 p.m.	Departure

Accommodations

Includes two (2) nights lodging and six (6) meals.

Rustic (per person)

Single - $60.00
Double, Triple, Quad } $54.00

Deluxe (per person)

Single - $88.00
Double - $74.00
Triple, Quad } $66.00

Deposit:

$54.00 should be received no later than November 10, 1980. Accommodations at Asilomar are limited--rooms are reserved in order of receipt of deposit. The balance, based on actual accommodations made, is due at registration.

F80-107 DE12080 10-80 7M

Conference Registration Form

Name ______ Title ______
Home Address ______ ZIP ______
Work Address ______ ZIP ______
Agency ______
Home Phone ( ) ______ Work Phone ( ) ______
I plan to fly ☐ (Make air travel reservations early!)
drive ☐

ACCOMMODATION PREFERENCE:
(See accommodation information.)
1st ______
2nd ______
3rd ______

Names of preferred roommates ______

Deposit of $54.00 must be enclosed by November 10, 1980!!
Checks or purchase orders made payable to: Staff Development Fund

☐ Registration only: $3.00
(No lodging or meals included)

Sponsored by: California State Dept. of Education: Office of Staff Development, Office of Special Education

For more information, contact: D. J. Peterson, Conference Coordinator (916) 322-5537, Office of Staff Development, State Department of Education; Alan Cook, Registration Coordinator (916) 454-8317, Sacramento City Unified School District; Jeffrey Cohen, Conference Coordinator for Office of Special Education (916) 323-4782

Appendix G

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

TEACHER CENTERS PROGRAM

INSTRUCTIONS FOR PREPARING THE FINANCIAL STATUS REPORT AND PERFORMANCE REPORT

Further monies may be withheld unless this report is completed and filed as required by existing law and regulation (45 C.F.R. 100a.403 and 100a.432)

FINANCIAL STATUS REPORT

The standard Financial Status Report shall be used for reporting on the Teacher Centers Program (13.416) of the U.S. Office of Education (OE):

For one year project, a semi-annual report is required 30 days after the first six months of the grant period and a final report 90 days after the end of the grant period. For multi-year project, in addition to the semi-annual report, an annual report is required after the end of the twelve-month funding period and a final report for the entire project 90 days after the end of the grant period. See the special terms and conditions for specific due dates.

Send the original and two copies to:

Jacob Maimone, Grants Officer
Room 5925
ROB-3
7th and D Streets, SW
Washington, DC 20202

The following are explanatory remarks for certain items found in the standard instructions for the Financial Status Report:

ITEM 1. Pre-printed.

ITEM 2. Enter the grant number

ITEM 4. If you have been assigned a HEW entity number, consisting of the IRS employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full HEW entity number rather than the employer identification number assigned by the IRS.

ITEM 10 Only that money in the approved budge (Section B) should be reported on. Use Column (a) and Lines a,b,c,d,e,h,k,l,m only.

PERFORMANCE REPORT

Each Financial Status Report must be accompanied by a Performance Report in original and two copies. Note that in addition to scheduled performance reports the OE General Provisions, 45 CFR 100a.434, require that significant develc ments be reported as soon as they become known.

Use the attached instructions for performance reporting

FINANCIAL STATUS REPORT
AND
PERFORMANCE REPORT
1980-81

To be completed by federal Teacher Centers Projects

According to Chuck Lovett, Program Officer, National Teacher Centers Program, the semi-annual report for most teacher center projects is due at the same time as the federal resubmission proposal is due to the states.

He suggests that it is not necessary to duplicate efforts; the part of the resubmission proposal that speaks to satisfactory progress towards objectives may also serve as the semi-annual performance report.

New reporting forms will be developed next year by the Program Office. Until that time, the enclosed forms are to be used.

INSTRUCTIONS FOR PREPARING THE PERFORMANCE REPORT

1. Compare actual accomplishments to the objectives contained in the approved application. Where the output of the project can be readily quantified, such quantitative data should be related to cost data for computation of unit costs (e.g. cost per trainee for training programs).

   Generally, activities relating to curriculum development, utilization of research results, and training should be treated as separate categories. The kinds of participants and length of time spent in each activity should be reported for each activity as described in your application. The amount of release time approved for each activity by proper authorities should also be reported.

2. Refer to the schedule of activities and target dates for their accomplishment as contained in the approved application and give reasons for discrepancies or changes in those cases where established goals were not met or were revised.

3. Provide other pertinent information such as changes in project staff and policy board, inservice training of project staff, and publicity activities, if any. Also describe dissemination activities and progress on data acquisition and evaluation activities if such activities are a part of the approved application.

Further monies may be withheld unless this report is completed and filed as required by existing law and regulations (45 C.F.R. 100a.403 and 100a.432).

INSTRUCTIONS

Please type or print legibly. Items 1, 2, 3, 6, 7, 9, 10d, 10e, 10g, 10i, 10l, 11a, and 12 are self-explanator specific instructions for other items are as follows:

Item	*Entry*
4	Enter the employer identification number assigned by the U.S. Internal Revenue Service or FICE (institution) code, if required by the Federal sponsoring agency.
5	This space is reserved for an account number or other identifying numbers that may be assigned by the recipient.
8	Enter the month, day, and year of the beginning and ending of this project period. For formula grants that are not awarded on a project basis, show the grant period.
10	The purpose of vertical columns (a) through (f) is to provide financial data for each program, function, and activity in the budget as approved by the Federal sponsoring agency. If additional columns are needed, use as many additional forms as needed and indicate page number in space provided in upper right; however, the totals of all programs, functions or activities should be shown in column (g) of the first page. For agreements pertaining to several Catalog of Federal Domestic Assistance programs that do not require a further functional or activity classification breakdown, enter under columns (a) through (f) the title of the program. For grants or other assistance agreements containing multiple programs where one or more programs require a further breakdown by function or activity, use a separate form for each program showing the applicable functions or activities in the separate columns. For grants or other assistance agreements containing several functions or activities which are funded from several programs, prepare a separate form for each activity or function when requested by the Federal sponsoring agency.
10a	Enter the net outlay. This amount should be the same as the amount reported in Line 10e of the last report. If there has been an adjustment to the amount shown previously, please attach explanation. Show zero if this is the initial report.
10b	Enter the total gross program outlays (less rebates, refunds, and other discounts) for this report period, including disbursements of cash realized as program income. For reports that are prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees. For reports prepared on an accrued expenditure basis, outlays are the sum of actual cash disbursements, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase (or decrease) in the amounts owed by the recipient for goods and other property received and for services performed by employees, contractors, subgrantees, and other payees.
10c	Enter the amount of all program income realized in this period that is required by the terms and conditions of the Federal award to be deducted from total project costs. For reports prepared on a cash basis, enter the amount of cash income received during the reporting period. For reports prepared on an accrual basis, enter the amount of income earned since the beginning of the reporting period. When the terms or conditions allow program income to be added to the total award, explain in remarks, the source, amount and disposition of the income.
10f	Enter amount pertaining to the non-Federal share of program outlays included in the amount on line e.
10h	Enter total amount of unliquidated obligations for this project or program, including unliquidated obligations to subgrantees and contractors. Unliquidated obligations are: Cash basis—obligations incurred but not paid; Accrued expenditure basis—obligations incurred but for which an outlay has not been recorded. Do not include any amounts that have been included on lines a through g. On the final report, line h should have a zero balance.
10j	Enter the Federal share of unliquidated obligations shown on line h. The amount shown on this line should be the difference between the amounts on lines h and i.
10k	Enter the sum of the amounts shown on lines g and j. If the report is final the report should not contain any unliquidated obligations.
10m	Enter the unobligated balance of Federal funds. This amount should be the difference between lines k and l.
11b	Enter rate in effect during the reporting period.
11c	Enter amount of the base to which the rate was applied.
11d	Enter total amount of indirect cost charged during the report period.
11e	Enter amount of the Federal share charged during the report period. If more than one rate was applied during the project period, include a separate schedule showing bases against which the indirect cost rates were applied, the respective indirect rates the month, day, and year the indirect rates were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED
Jacob Maimone, Grants Officer
Room 5925, ROB-3, 7th and D Streets, SW
Washington, DC 20202

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER

OMB Approved
No. 80-RO180

PAGE OF

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

4. EMPLOYER IDENTIFICATION NUMBER

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER

6. FINAL REPORT ☐ YES ☐ NO

7. BASIS ☐ CASH ☐ ACC

8. PROJECT/GRANT PERIOD (See instructions)

FROM (Month, day, year) TO (Month, day, year)

9. PERIOD COVERED BY THIS REPORT

FROM (Month, day, year) TO (Month, day, year)

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$	$	$	$	$	$	
b. Total outlays this report period							
c. *Less:* Program income credits							
d. Net outlays this report period *(Line b minus line c)*							
e. Net outlays to date *(Line a plus line d)*							
f. *Less:* Non-Federal share of outlays							
g. Total Federal share of outlays *(Line e minus line f)*							
h. Total unliquidated obligations							
i. *Less:* Non-Federal share of unliquidated obligations shown on line h							
j. Federal share of unliquidated obligations							
k. Total Federal share of outlays and unliquidated obligations							
l. Total cumulative amount of Federal funds authorized							
m. Unobligated balance of Federal funds							

11. INDIRECT EXPENSE

a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

DATE REPORT SUBMITTED

TYPED OR PRINTED NAME AND TITLE

TELEPHONE (Area code, number and extension)

STANDARD FORM 269

Appendix H

FLORIDA'S TEACHER EDUCATION CENTERS

The goal of the Teacher Education Center Act of 1973 became a reality on May 15, 1980, with the recommendation by the State Council for Teacher Education Centers for approval of proposals from the remaining two school districts. Thus Florida became the first state to establish a statewide system of teacher education centers which are jointly funded by school districts and universities. These centers are founded upon the premise that decision-making in teacher education can be accomplished best through collaboration of all segments of the profession. Teachers in each of Florida's 67 school districts have access to the program of a teacher education center (TEC). In addition to the approximately 85,000 teaching personnel who are served by a TEC, many districts utilize the center to provide inservice education for administrative and non-instructional personnel.

A Glance Back

Beginning in 1968, each school district was required by statute to develop a program of staff development and to include all services under the direction of the board in the program. By the end of 1973 all school districts were voluntarily developing master plans for inservice and submitting them to the Department of Education for approval.

The impact of the Teacher Education Center Act of 1973 (hereafter known as the TEC Act of 1973) upon inservice teacher education in Florida was to provide for a statewide system of centers which was intended to bring about reform in all teacher education programs. The TEC Act of 1973, as amended in 1974, mandated that the responsibility for operating programs of preservice and inservice teacher education was assigned jointly to the colleges and universities, the school districts and the teaching profession. The Act recognizes that this responsibility can best be accomplished through the collaborative efforts of the three partners in teacher education.

The TEC Act of 1973 provides for a State Council for Teacher Education Centers. As a result of a year of study by this Council in 1973-74, certain recommendations were made to the Legislature in 1974 for changes in the Act. The Council also was responsible for the development of a proposal format and information to assist school districts and universities in the development of a proposal. Proposals were received at the beginning of the 1974-75 school year for the establishment of ten centers. These centers would service 24 school districts and would involve eight of the nine state universities in the collaborative process. Between 1974 and May 1980, each of the school districts in Florida submitted proposals and was approved to operate teacher education centers.

At present there are 46 centers, six of which are multi-district centers representing 27 school districts, and 40 single district centers. All nine state universities participate in the centers as collaborating partners, as well as seven private institutions.

A Statewide System - Organization and Program

The TEC Act recognizes that reform in teacher education requires acknowledgement that the process of education of teachers is career-long, and that collaboration among universities, school districts, and the teaching profession is necessary. Personally, I like to think of the collaborative process as the vehicle for governing teacher center programs. This governance structure provides for shared decision-making when planning, implementing, and evaluating teacher center programs. Involvement of representatives of the three partners in teacher education in this decision-making process so that equality of influence exists for each partner is an essential element of collaboration and is necessary to a successful TEC program.

The collaborative process is enhanced in Florida's TEC's through legislative requirements. These mandates provide that each center will have a council of at least nine members representative of all groups with classroom teachers holding a majority membership.

Four responsibilities of the local council are mandated by the TEC Act. These are:

1. to recommend policy and procedures for the TEC.
2. to develop goals and objectives for the center within the policies as determined by the local school board.
3. to recommend the employment of an appropriate teacher education center staff.
4. to make recommendations on an appropriate budget.

It is the responsibility of the local school board to act upon these recommendations and to provide appropriate and adequate facilities for the operation of the center. Florida Statutes defines "center" to mean the headquarters location and the preservice and inservice teacher training activities carried out in a school district in a teacher education center.

This definition of a center mandates that a TEC be different from a center as envisioned by many advocates of teacher center. As you are aware a teacher center in many areas of our nation indicates a physical location where teachers have an opportunity to visit and where activities of the "make and take" variety as well as other inservice and curriculum activities take place. In Florida most inservice activities occur at the school site.

Teacher education centers are not buildings or specific places where teachers meet for training. Neither are they solely for classroom teachers since other educators are eligible to participate in the center programs. Thus Florida's teacher education centers are not strictly "teacher centers" but are the governance structures which coordinate the designing, implementing, and evaluating of teacher education programs in school districts. Considerable emphasis has been given within the state to the fact that teacher education centers are a concept rather than a specific location. It is true, however, that several of the TEC's have acquired a facility which may be used as a professional learning area and where some activities of the centers are conducted.

The program of a teacher education center must include at least the following:

1. An assessment of inservice education as perceived by classroom teachers, school district personnel and university personnel.
2. Programs developed to meet these identified inservice needs.
3. Provision of resources, both human and material, for the inservice programs which have been developed.
4. Provision of resources and experiences for clincial preservice programs based on assessed needs.
5. Facilitation of entry or reentry of persons into the teaching profession.
6. Facilitation of training processes which are based on assessed needs, the development of experiences to meet those needs, and the evaluation of the extent to which the needs are met.
7. To facilitate internal and external evaluation of the program.

Teacher education center programs are to be approved by the department of education in accordance with appropriate procedures. Any program can be initiated by a center which is planned to satisfy a district inservice need and which meets the requirements of state board of education rules for teacher education.

At the state level a model for the collaborative process is the State Council for Teacher Education Centers. Membership of this council includes seven classroom teachers, two university teacher educators, one district superintendent, one district school board member, one school principal, one Division of Public Schools and one Board of Regents representative. It is the responsibility of this council to:

1. Recommend locations of centers.
2. Recommend guidelines for expenditures of center funds.
3. Evaluate the progress of teacher education centers.

Evaluation of the progress of teacher education centers received considerable attention by the State Council during 1978-79 which resulted in the recommendations in 1979-80 of assumptions and specifications to guide the State Council and the Department of Education (DOE) in evaluating TEC's. These specifications address the object of the evaluation, the context of the TEC, the purposes and procedures of the evaluation and the sources of information. It is Council's assumption that the DOE will design an evaluation which, when implemented, will provice the data and findings necessary for the State Council to use in making its recommendations.

A Statewide System - Finance

At the school district level staff development funding is an integral part of the Florida Education Finance Program (FEFP). From 1968-73, the funding of staff development was done through a source known as Education Improvement Expense funds. It was intended that EIE would give first priority to staff development through the Master Plan for Inservice Education. There was no attempt, however, to designate a specific amount for inservice from the $1720 per teacher which was available to school districts. Beginning in 1973, Florida Statutes have required that of the FEFP funds generated in the district for each full-time equivalent (FTE) student the sum of $5 shall be expended for educational training programs. A result of the recommendations of the State Council for Teacher Education Centers in March 1974 was provision for joint funding of teacher education centers by district school boards and universities. School districts must include at least $3 per unweighted FTE of the $5 per FTE categorized for staff development in Florida Statutes.

Each local TEC council has the responsibility to recommend a budget which is equivalent to at least $3 multiplied by the districts unweighted FTE count. On a statewide basis, slightly more than $8 million will be budgeted by school districts for inservice education activities from 1980-81 FEFP funds. Florida Statutes also provide for the carryover of any unexpended inservice funds so that the total amount budgeted in any given year may exceed the actual allocation. Florida Statutes dictate object classifications for which these funds may be expended.

Teacher education centers also receive funding for program activities through the budget of the State University System. Center funding in this manner has varied from a beginning $500,000 in 1974-75 to $2,425,451 in 1980-81. These funds are a part of the Education and General budget at each of the nine state universities. Being a part of the E & G budget, the funds are tied to staff positions primarily as salary dollars and secondarily as expense funds. Thus the TEC's receive the services of personnel of the colleges of education in an amount equivalent to the funds allocated to the university.

Presently Service Agreements are signed by the TEC personnel and university personnel for services to be rendered in TEC's by university professors. Funds are then allocated to the university so that the hours of service requested can be delivered in the TEC program. During the 1978-79 school year for the first time it became possible through proviso language of the appropriations bill for TEC's to establish Service Agreements with private institutions of higher education. Contracts are then entered into by the institution and the Board of Regents to provide services to the TEC. Thus the requirement of the TEC Act that funds be appropriated for the purchase of services from private institutions became and continues to be a reality.

Looking to the Future

If it were possible for us to examine the future of the Florida Inservice Staff Development Program it is anticipated that the major area of concern will continue to be the governance of teacher education. Centers which have been approved since 1974 have, over a period of time, been able to establish a working relationship among the partners which is conducive to collaboration.

As the governance concern continues to be addressed, it is reasonable to expect that the success of the teacher education center movement in Florida relies upon the ability of the partners in the centers to utilize the collaborative process to accomplish the purpose of establishing a state policy for teacher education as stated in the TEC Act of 1973. The governance structure which will emerge from these efforts must provide decision-making which relies upon input on an equal basis from the partners who have a responsibility for the improvement of teacher education in Florida.

James Parris
Consultant
Teacher Education Centers
Florida Department of Education
June 1980

Appendix I

The State Role: A Documentation Report of State and Territory Activities with Teacher Centers

The National Teacher Center Resource Center
Rhode Island Department of Education
235 Promenade Street
Providence, Rhode Island 02908
401 277-6834

EXECUTIVE SUMMARY

July, 1980

The work upon which this publication is based was performed pursuant to Contract No. 300-78-0408 of the United States Department of Education. It does not, however, necessarily reflect the views of that agency.

THE STATE ROLE:

A Documentation Report
of State and Territory Activities
with Teacher Centers

* * *

EXECUTIVE SUMMARY

Prepared
for

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July, 1980

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ACKNOWLEDGMENTS

The state/territory Teacher Center documentation effort was conducted by the Curriculum Research and Development Center of the University of Rhode Island and the Dissemination Capacity Building Project of the Rhode Island Department of Education for the National Teacher Center Resource Center.

The study represents the efforts of many people. Resource Center personnel directing the project were Edward L. Dambruch and Margaretta L. Edwards. Design of the study, follow-through and reporting were the responsibility of Dr. Janice M. Baker, assisted by Ms. Celeste Bilotti, of the Department of Education. The data collection, compilation, analysis and summary were conducted by Dr. J. Lynn Griesemer, assisted by Ms. Nancy Rieser, Ms. Evelyn Ross, Ms. Keller Diluglio and Ms. Nancy Appleton of the University of Rhode Island.

Appreciation is extended to the many state coordinators who participated in the study. Their cooperation was vital to the documentation effort.

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INTRODUCTION

The National Teacher Center Resource Center (Resource Center), located in Rhode Island, has a contract with the federal Department of Education to provide assistance and services to states/territories serving federally-funded Teacher Center projects. The Resource Center provides assistance and services in helping the states/territories fulfill three mandated areas of responsibility. These are: (1) reviewing Teacher Center proposals; (2) providing technical assistance to federal Teacher Centers in their regions; and (3) disseminating information about federal Teacher Center products and results. For fulfilling these responsibilities, the states/territories are reimbursed by the federal Teacher Centers Program.

State/territory coordinators, teacher leaders and local Teacher Center project directors across the nation expressed an interest in the structure and types of activities the various states/territories were using to deliver assistance and services. In response to this request, the Resource Center undertook an effort to document and describe state/territory activities. The Resource Center designed a process for collecting the information, carried out the process with the cooperation of state/territory coordinators, and recorded and compiled information about the state/territory support activities.

This report highlights the methodology and findings of the state/territory documentation effort. A more detailed report, "The State Role: A Documentation Report of State and Territory Activities with Teacher Centers," outlining the data is available under separate cover through the Resource Center.

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Chapter 1

METHODOLOGY

Data Collection and Analysis

The data for this report were obtained using *two instruments*: activity logs submitted by the state/territory Teacher Center coordinators and state/territory profile surveys. The activity logs recorded information in each of the three (3) areas of service: proposal development and review, technical assistance and dissemination. The logs contain data for each activity on:

(1) the *area of service* (proposal development, technical assistance, or dissemination);

(2) the *time period* when the activity was conducted;

(3) the *source or initiator* of the activity;

(4) the *role or affiliation* of the provider of service and the *method of selecting* the provider;

(5) the *activity itself*, including preliminary preparations and information about the client groups served;

(6) the *problems* encountered in carrying out the activity;

(7) the *types of resources* and *source(s) of funding;*

(8) the *outcome(s)*, anticipated or actual; and

(9) whether or not the activity was *evaluated.*

The logs also asked for the respondent's name, position, and state/territory affiliation. The profile survey contained information about the delivery of services in general, the organization of the state agency, state Teacher Center personnel, and financial support.

The *data collection* process began with the distribution of a guidelines manual for using the logs, and continued with an orientation workshop to assist in the use of the manual. Correspondence and verbal communication from Resource Center staff were also used to encourage participation in the documentation effort. Forty-four (44) states/territories having at least one Teacher Center project funded through the federal Teacher Centers Program were eligible to participate, and, of those, 27 (61%) chose to participate. Collection, compilation and analysis of data were carried out primarily by the Curriculum Research and Development Center at the University of Rhode Island. The Support Services Unit of the Rhode Island Department of Education, assisted by the Resource Center, was responsible for reporting the findings.

* * * * *

Focus to the Reader

In reviewing the results, it is important to keep in mind the selective nature of the documentation effort. The respondents volunteered to participate, and various factors influenced the particular activities documented: the time span covered; the range in number of reported activities; and the varying reasons why respondents documented certain activities (e.g., special interest, a time consuming activity, a novel idea). These factors resulted in a *selectivity in reporting* as well as a *selective respondent group*. In addition, the report does not describe all the activities carried out by the states and there are limitations inherent in describing in writing the activities that were documented. Finally, this process was a pilot effort and findings should be reviewed in that context.

Chapter 2

DESCRIPTION OF PARTICIPATING STATES/TERRITORIES

The 27 states participating in the documentation effort returned a total of 190 activity logs which were recorded as 204 activities because some logs described more than one activity. In general, those states with more than two Teacher Centers documented the greatest number of activities. Twenty-five (25) of the 27 states also returned profile surveys. These surveys allowed respondents to describe only once data that would be relatively unchanging through the documentation period such as budget and funding source.

The 204 activities recorded reflected:

- 46 activities in the area of proposal development and review (reported by 19 states);
- 92 activities describing technical assistance (reported by 21 states); and
- 66 dissemination activities (reported by 19 states).

Furthermore, the 25 of the 27 states that submitted *both* a profile and one or more activity logs:

- represented 57% of the funded states/territories;
- returned 99% of the activity logs;
- contain 59 Teacher Center projects which represent 66% of the total federally-funded projects;
- contain an additional 322 Teacher Centers (in 16 of the 25 states) funded by sources other than the federal Teacher Centers Program;
- accounted for $820,700 (65%) of the $1.265 million reimbursed to all 44 states/territories by the federal Teacher Centers Program;

- accounted for 13.6% of their Teacher Center funds in their documentation logs; and
- reported state inkind contributions ranging from $700 to $52,000 (21 states), with four states also indicating such contributions but not specifying the amounts.

Information about the 25 state/territory coordinators showed that:

- 20 of the 25 coordinators (80%) work in teacher education units and an additional four (16%) in instructional service units;
- the coordinators are also often the National Council of States for Inservice Education (NCSIE) delegate (16/64%) and the Teacher Corps liaison (13/52%):
- the coordinators spend from five (5) percent to 50 percent of their time on Teacher Center responsibilities; and
- 17 of the 25 have professional and/or clerical support staff available to assist in providing Teacher Center services.

In addition to the information described above, the data provided a view of where Teacher Center services are located within the state education agency (SEA) and of the relationship of Teacher Center activities to other state programs and services. It was found that:

- 22 of the 25 states house their Teacher Center services in the SEA building;
- 20 of the 25 states have their Teacher Center services located in a teacher education unit; and
- about one-third of the 25 states related to teacher education and/or instructional services units in fulfilling their Teacher Center responsibilities.

Additional SEA resources available to Teacher Centers included dissemination services, teacher certification, ESEA programs (Titles I, III, etc.,) and consulting services.

Chapter 3

HIGHLIGHTS OF FINDINGS:
DESCRIPTION OF STATE TEACHER CENTER SERVICES

Areas of Service

The three areas of service initially identified for purposes of documentation are

- *proposal development and review:* any activities designed to assist client groups (representatives from local education agencies or institutions of higher education) with proposal development, as well as directly reviewing and processing completed proposals;
- *technical assistance:* excluding all activities related to proposal development and review (described above) and dissemination (described below), any activity designed to assist Teacher Centers in implementing their projects; and
- *dissemination:* any activity designed to spread information to other groups at the local, state or national levels about Teacher Centers.

The information which follows highlights the data documented for each area of service.

Time Period of Activities

Respondents were asked to note the month during which documented activities were completed. The data do not reflect recurring or repeated activities or the time spent in preparing for documented activities. For the documented activities it was found that, taken as a whole, activities were completed at a fairly consistent and even rate over the eight-month documentation period. In addition:

- March and May, 1980 showed the highest number of activities logged and December, 1979 the lowest;

- November, 1979 and March, 1980 were the peak months during which technical assistance activities were reported; and

- October, 1979 and May, 1980 were the peak months for documented dissemination activities.

Again, caution in interpreting this information is urged since only a portion of a state's activities were documented.

Initiation of Services

Respondents were asked to indicate whether the provision of services resulted from a Teacher Center project request, a state department initiative, or some other source. The data show that:

- overall, as a single group, services are most often initiated by the state department;

- for technical assistance activities, however, Teacher Centers most frequently initiate services through requests to state departments; and

- the majority of services documented are initiated by the state department, Teacher Centers, or the two groups in combination.

Also, in further examining the state department role, it was found that:

- services provided are balanced between those initiated by the state department and those provided by the state department in response to requests from federally-funded Teacher Centers and other client groups;

- proposal development and technical assistance activities, however, are provided slightly more often on a responsive than an initiative basis; and

- dissemination activities are carried out more frequently on an initiative basis.

Providers of Service and Methods of Selection

Respondents were asked to describe the types of people by role who provided services to federal Teacher Centers and other groups and the methods by which these people were selected. The data for the types of people who provided services indicate that state education agency staff, other than Teacher Center coordinator, provided services most frequently in all three areas of service. State agency coordinators ranked second as the provider of services in the areas of proposal development and technical assistance, and Teacher Center project staff ranked second in the area of dissemination.

The data on the extent of involvement (either alone or in combination with another group) of these three role groups are reported for all activities taken together, and show that:*

- state education staff (other than the state Teacher Center coordinator) provided:
  - 57% of the 46 proposal development activities
  - 32% of the 90 technical assistance activities
  - 42% of the 66 dissemination activities;
- state agency coordinators provided:
  - 43% (proposal development)
  - 23% (technical assistance)
  - 26% (dissemination); and
- Teacher Center project staff provided:
  - 30% (proposal development)
  - 18% (technical assistance)
  - 33% (dissemination).

Selection of Providers of Service. The reason cited most frequently in all three areas of service as the basis for a person/role to provide a service was "as part of job responsibility." Other methods listed were:

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*Percents do not equal 100% because these data focus solely on the three major role groups cited, and because some activities involved more than one role group and may, therefore, be counted more than once.

selected by the client; identified by Teacher Center project director; and identified by state Teacher Center coordinator or other state agency staff.

Implementing Teacher Center Services

The documentation process also sought information about preliminary activities, a description of the documented activity itself, and the number and roles or affiliations of the client groups served. Preliminary activities were grouped as clerical/managerial tasks, preliminary meetings, and needs assessment. A small number of the documented activities (10/5%) did not cite preliminary activities, and the data show that a majority (65%) of the preliminary activities cited for all documented services were of the clerical/managerial type. This majority becomes 83% when activities requiring multiple preliminary tasks were included, that is to say, when either planning meetings, needs assessment, or both are added to clerical/managerial tasks as preliminary activities. A summary of these data by area is displayed in Figure 1.

Description of the Services. A variety of activities were conducted to fulfill requirements in each of the three areas of service. The most frequently described activities for each area of service, as provided alone or in conjunction with other activities are displayed in Figure 2. The most frequently cited activity in the area of proposal development was proposal review (61%); for technical assistance, participation in meetings was most often documented (42%) and developing/presenting materials was the most frequently cited dissemination activity (39%).

Recipients of Teacher Center Services. Information about client groups was obtained from both the logs and the profile surveys. Data included (by area of service and for all activities taken as a whole) the source of funding gure 1

PRELIMINARY ACTIVITIES FOR EACH AREA OF SERVICE

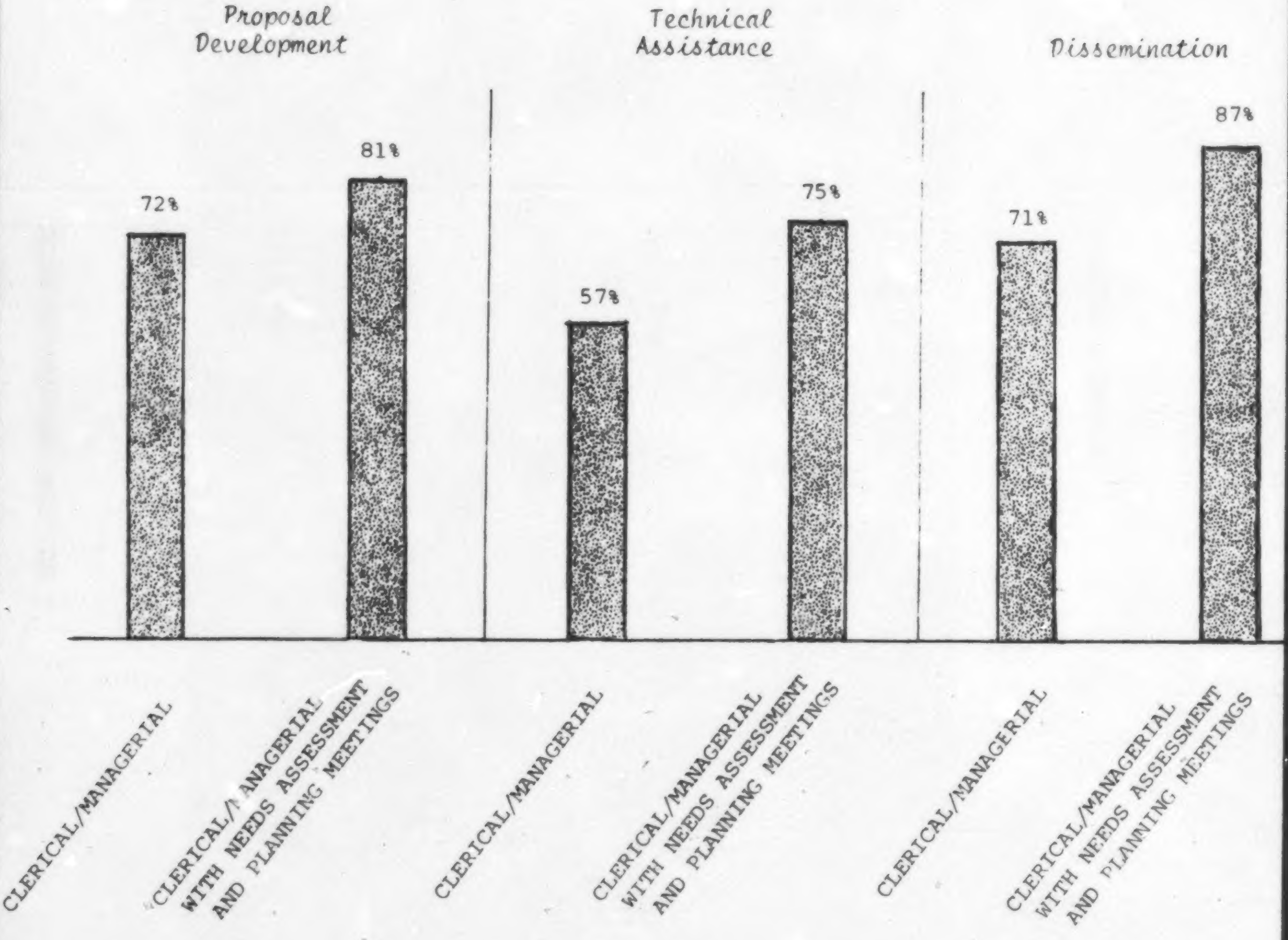
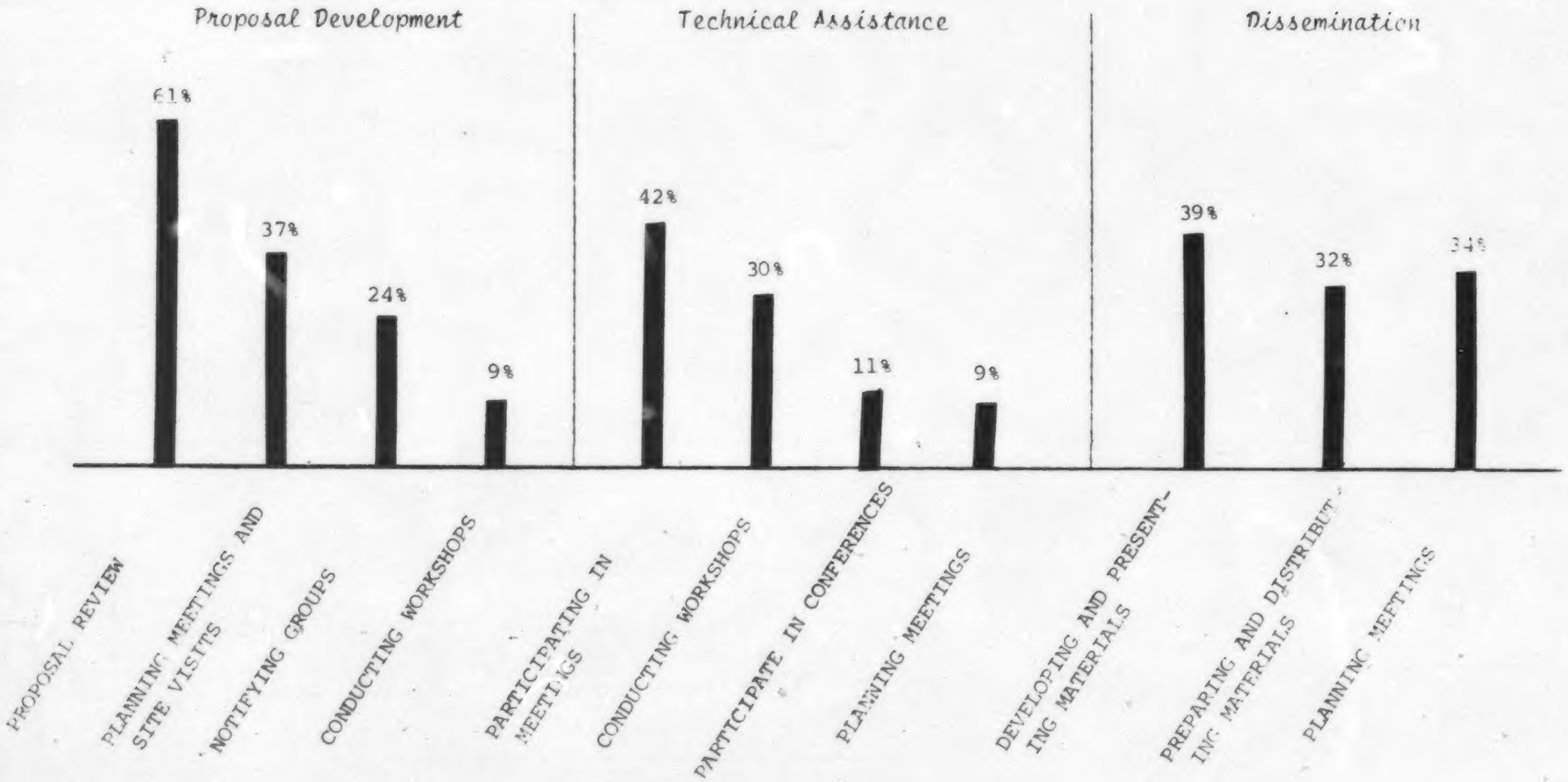


Figure 2

DESCRIPTION OF ACTIVITIES FOR EACH AREA OF SERVICE



of client groups; the *number* of groups served for a documented activity; and the *identity* of the groups served along with the *number of participants* in an activity.

The large majority of all activities documented (79%) were provided to Teacher Center projects that have total or partial financial support from the federal Teacher Centers Program. Figure 3 displays the percent of services for documented activities that were provided to various client groups according to their source of funding.

Additional data analysis showed that most activities were conducted for a single client group. This is true for all three areas of service and for activities taken as a whole. The data also show that three role groups (Teacher Center project staff, local school district teachers, and local school district administrators) emerged as most often receiving services (see Figure 4), and that a majority of activities were conducted to serve small groups. In only one area of service, technical assistance, did a role group other than the three listed above (i.e., Teacher Center Policy Board) rank as among the top three groups served.

Problems Encountered

Overall, very few problems were cited in carrying out activities, as shown in the list below:

- proposal development....no problem....76% of the activities;
- technical assistance....no problem....77% of the activities;
- dissemination...........no problem....80% of the activities.

For the 45 activities (22%) which included problem description, four types of problems emerged in general: scheduling, the diverse needs and interests of participants, funding, or technical/logistical.

Figure 3

REPRESENTATION OF CLIENT GROUPS SERVED ACCORDING TO THEIR SOURCE OF FUNDS

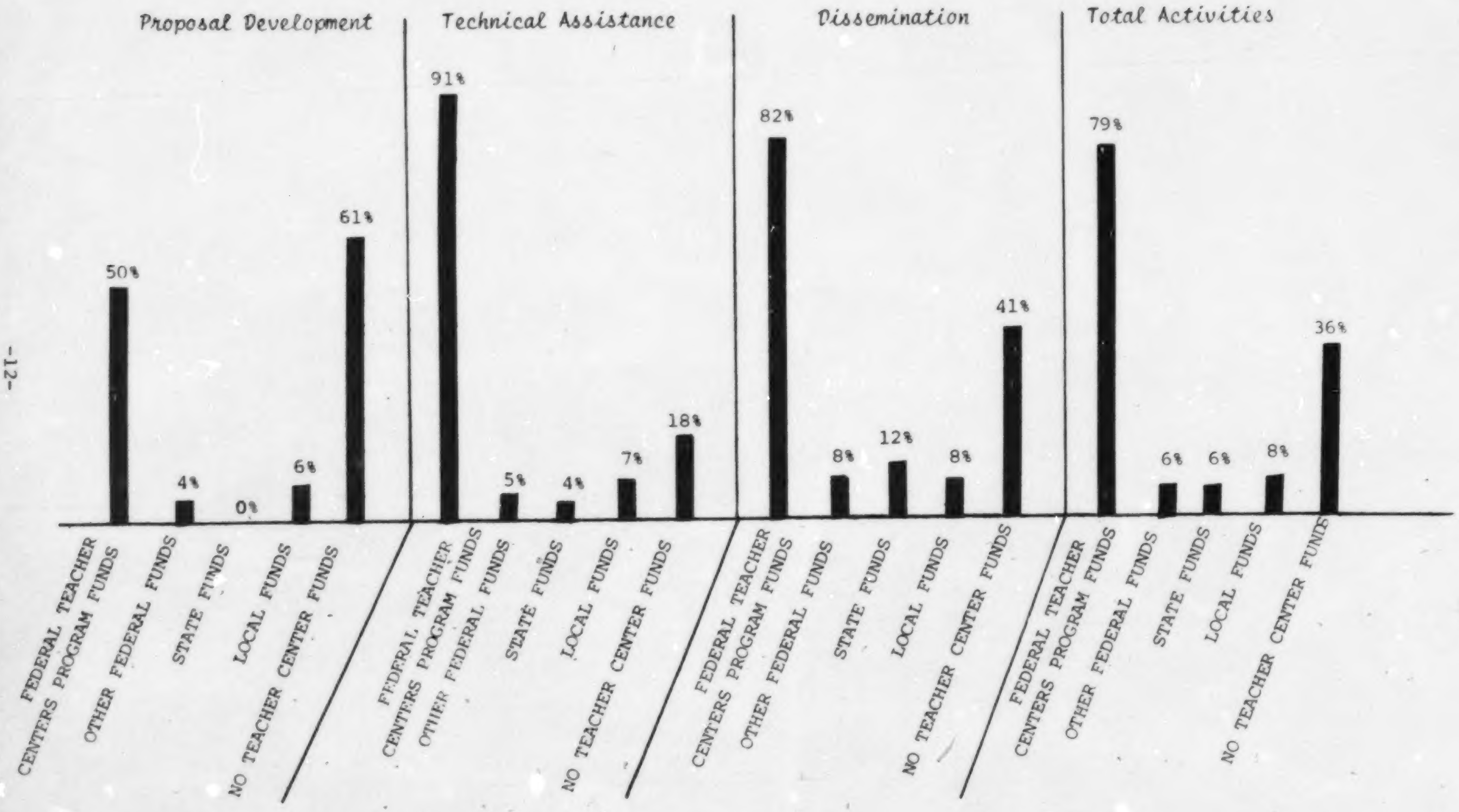
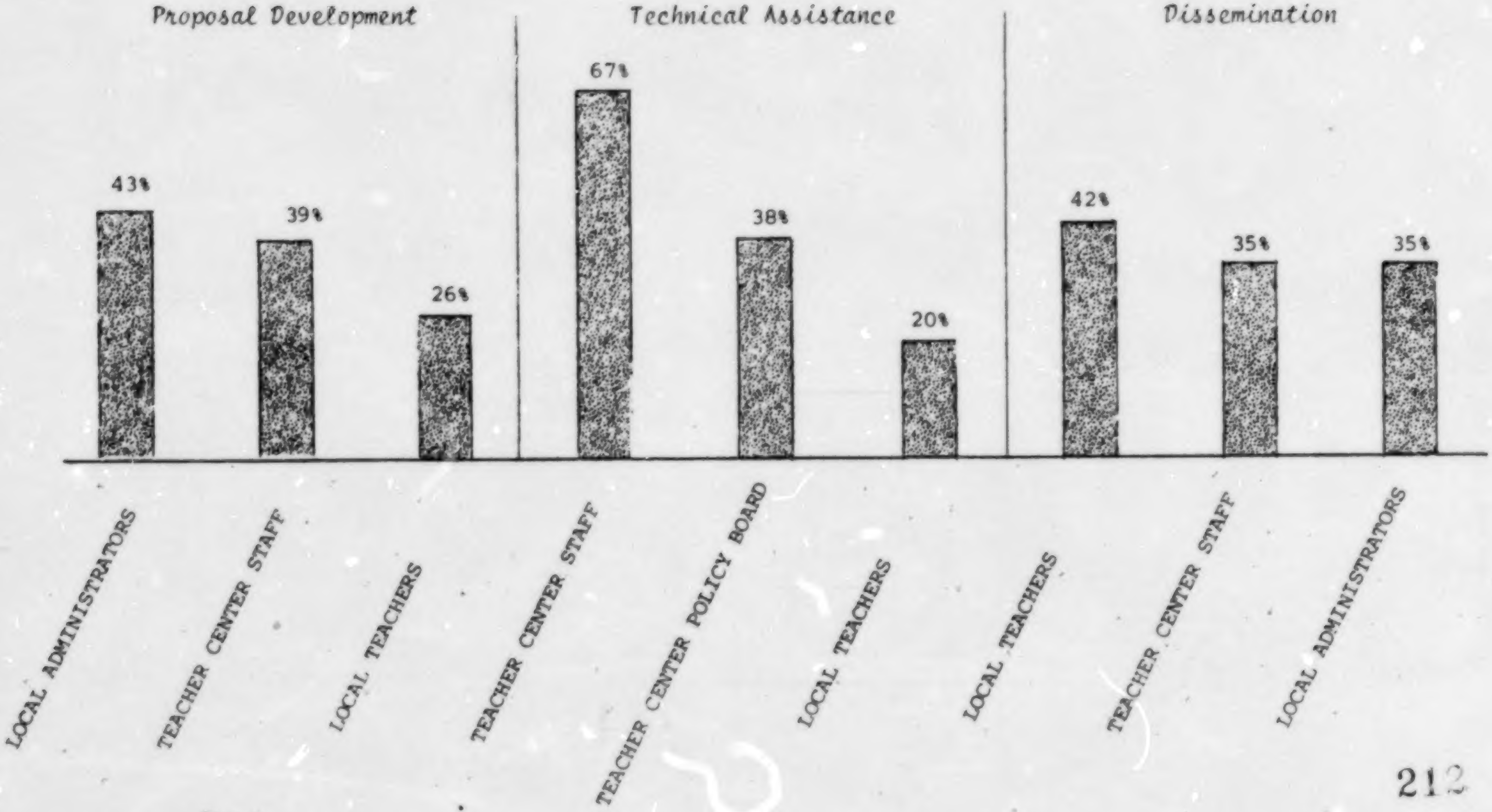


Figure 4

ROLE GROUPS MOST FREQUENTLY SERVED FOR EACH AREA OF SERVICE



Resources and Funding Sources

The documentation process gathered information about the types of support provided to activities in the three areas of service. Information asked for included the amount of time spent on an activity; the expenditure of funds received from the federal Teacher Centers Program; and whether or not state inkind contributions were made.

The data collected on time spent on an activity distinguished between time spent by state agency staff and by providers of service other than state agency staff. In general, the majority of time spent by both groups on a single activity fell between one-to-ten hours. This is true for each area of service and for activities as a whole. Few activities were reported as requiring 51-100 hours, and *very* few activities required more than 100 hours on the part of either group.

Some responses (25/12% for state agency staff and 115/56% for providers other than state agency staff) did not include information about the time spent on a particular activity. For the state agency staff, this response may have occurred when the documented activity required only that arrangements be made for a service to be provided from some other source. For the non-state agency staff, this response may reflect the activities that the state agency staff are providing.

Direct Expenditures. Information was obtained on the percent of federal Teacher Centers Program funds spent on the documented activities, the amounts spent, and the areas in which the money was spent. In general, the data showed that:

- 60 activities (29%) reported no expenditures (13 for proposal development; 28 for technical assistance; 19 for dissemination);

- the remaining 140 activities showed expenses totaling $132,966; and
- the amount of money spent on activities documented by the 25 states who submitted both profiles and logs was $132,796; this equaled 13.6% of their total federal Teacher Centers Program funds (FY'80 plus FY'79 carry-over funds).

Respondents were asked to note their expenditures which were grouped into three categories: personnel; materials/business expenses; and travel, lodging, or per diem expenses. They were also asked to indicate the amount of money spent on an activity. Of the 204 activities, 60 (29%) reported no expenses for personnel, materials/business expenses or travel, lodging, or per diem expenses. In addition, the data showed that:

- 55 activities were cited for *personnel* expenses and, of those, about half the responses were in the $51 to $500 range with the large majority (39/70%) being less than $500;
- 50 activities were cited for *materials and business expenses* and, of those, about half the responses were less than $100 with the large majority (40/80%) being $500 or less; and
- 85 activities were cited for *travel, lodging or per diem* expenses and, of those, the greatest number of responses (39/46%) fell into the $100 to $1,000 range.

In the area of proposal development, material/business expenses were most frequently reported (16), and the majority of activities cost $200 or less. In the area of technical assistance, travel, lodging or per diem expenses were most often reported (42), and the amounts spent did not cluster in any particular cost range. In the area of dissemination, travel, lodging, or per diem costs were also reported most often (27), and again the amounts spent were generally spread evenly across the cost ranges.

Inkind Contributions. Respondents were asked to note whether or not state inkind contributions were made in carrying out an activity. The specific amount of money or the value of the contributions was not requested. Respondents were asked to describe inkind contributions which were classified into three categories: human resources, materials/business expenses, and travel, lodging or per diem expenses. There were no inkind contributions noted for 88 (43) of the 204 documented activities. The occurrence of inkind contributions for each area of service and for the activities as a whole is displayed in Figure 5. Clearly, human resources is the major type of inkind contribution for all activities.

Outcomes of Teacher Center Services

Of the 204 activities documented, 202 included information about actual or anticipated outcomes (slightly over half, 109, were reported as anticipated). Outcomes reported for each area are (in order):

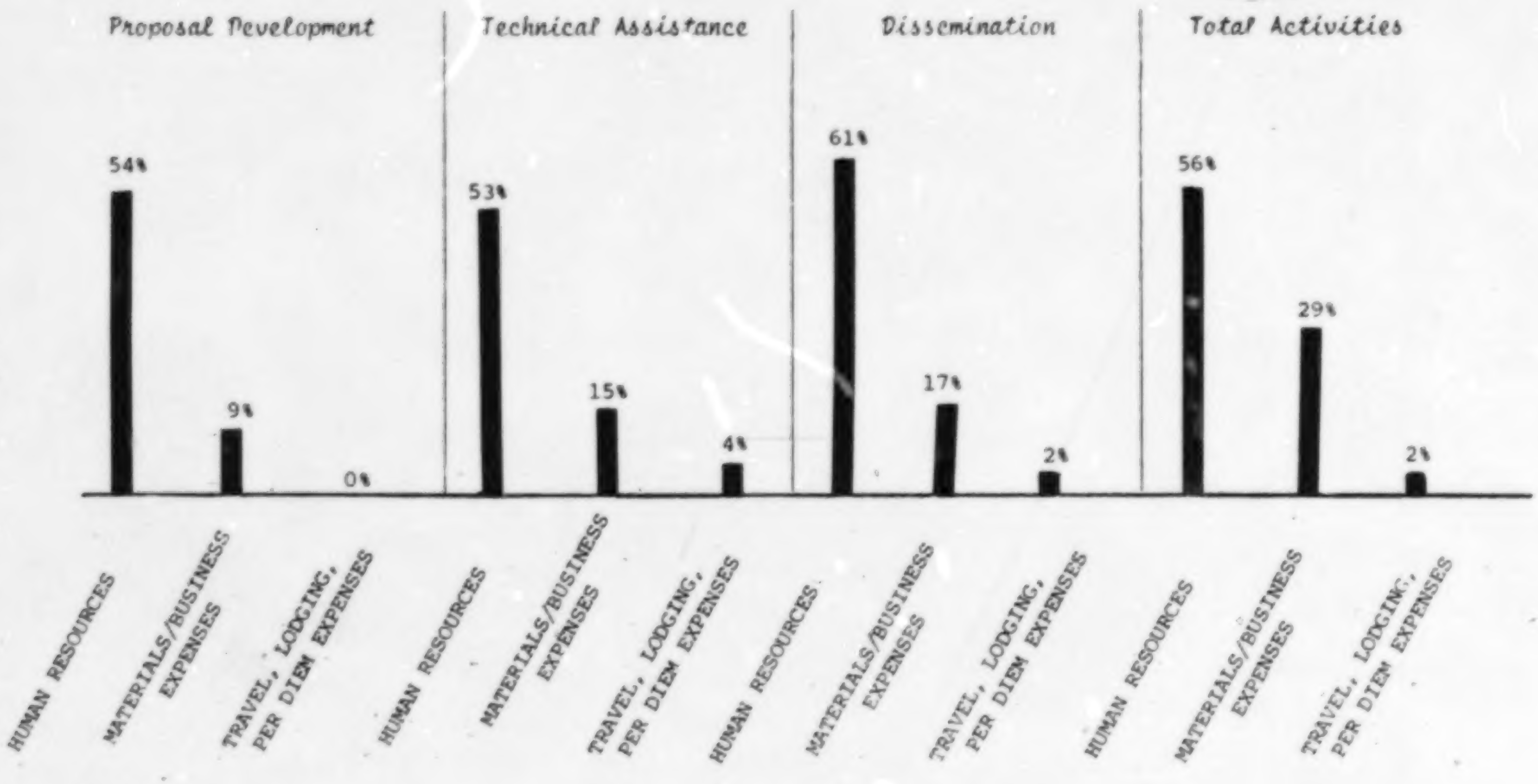
- proposal development---
  - proposals submitted (78%)
  - Teacher Centers funded (24%)
  - proposal writing skills increased (17%)
- technical assistance---
  - improved communications/networking (50%)
  - generated ideas for future activities (30%)
  - increased knowledge/skills (21%)
- dissemination---
  - increased knowledge/support of Teacher Centers (82%)
  - proposal material or reference materials disseminated (27%)
  - newsletter developed/distributed (13%)

Extent of Evaluation Services

The documentation process determined only whether or not an activity was evaluated; actual evaluation procedures and results were not requested.

Figure 5

PERCENT OF ACTIVITIES WITH STATE INKIND CONTRIBUTIONS



Since evaluation was not defined for the respondents, the instances of reported evaluation are likely to vary considerably along a variety of dimensions (e.g., the scope and formality of evaluation and the types of instruments used). Forty-three percent (43%) of all activites were evaluated: 23% in the area of proposal development, 50% in technical assistance, and 47% in dissemination.

Chapter 4

SUMMARY AND RECOMMENDATIONS

The documentation effort involved the collection of data on two forms, the activity logs and the profile survey. Twenty-seven of 44 eligible states volunteered to participate, and 25 of the 27 states submitted both activity logs and a profile survey. Two hundred and four activities were documented. The documented activities, however, appear to represent only a small number of activities taking place because the direct expenditure of federal Teacher Center Funds for these activities represents only about 13.6 percent of the total funds granted to these states. This fact, along with the fact that the respondents chose to participate and selected which activities to document, results in both a selective respondent group and selectivity in reporting. Because of this and because of the pilot nature of the documentation effort, caution is advised in reviewing the findings.

State Teacher Center coordinators work, for the most part, in teacher education units, and Teacher Center services are generally housed within the main offices of the state education agency. In addition, the documented findings indicate that:

- Teacher Center services were documented at a fairly consistent rate over the eight-month time span covered;
- services are most often initiated and provided by state department staff;
- those who provided services were most often selected to do so because it was part of their job responsibility;
- many services depended upon a variety of preliminary activities most of which were clerical/managerial in nature;

- the most frequently cited activities in the area of proposal development and review were conducting proposal reviews, and planning meetings and site visits;
- the most frequently cited activities in the area of technical assistance were participating in meetings about Teacher Centers or role groups, and conducting workshops;
- the most frequently cited activities in the area of dissemination were developing Teacher Center materials, participating in planning meetings, and preparing/distributing materials;
- meeting with clients, assisting in planning activities and conducting workshops were activities cited across all three areas of service;
- clients served were primarily the Teacher Center projects;
- most often a single, small group received services;
- overall, very few problems in carrying out services were cited;
- most services required one-to-ten hours of time, were conducted for $500 or less and reported state inkind contributions (usually personnel);
- services resulted in a variety of expected and actual outcomes (proposals submitted, Teacher Centers funded, etc.); and
- 43% of the activities were evaluated.

Recommendations

The documentation effort was designed to describe the activities of the states/territories in assisting Teacher Center projects, to gather information about the activities, to provide a way to report activities, and to ensure that the states/territories have the information they need to continue to assist the Teacher Center projects effectively. Again, the limitation of this pilot effort must be kept in mind when reviewing the recommendations presented below.

The recommendations relate to three areas: methodology, sharing of the information, and the reporting and availability of information in the future.

Methodology --- Future documentation efforts should:

- cover a twelve month time span;
- either document all activities carried out by the states/territories *or* establish criteria for deciding which activities are documented; and
- be undertaken in conjunction with an effort to encourage all the funded states/territories to participate

Sharing of Information --- Based on the availability of two separate reports (the technical report and the executive summary), it is recommended that:

- the client groups, and the report(s) tailored to the needs of each group, be cle[illegible] identified;
- existing channels of communication (i.e., newsletters, meetings) be used to share more detailed information about the findings;
- the Resource Center maintain information on a state-by-state basis and facilitate the exchange of ideas among the states/territories;
- information be disseminated beyond the level of "spread" of information and the states/territories be encouraged to review the findings for new ideas, useful suggestions, etc.; and
- the findings be shared in particular with the officials responsible for the federal Teacher Centers Program and the state/territory Teacher Center coordinators.

Reporting and Availability of Information in the Future --- Based on the log format and the pilot documentation effort, it is recommended that:

- the Resource Center obtain feedback/suggestions on the use of the log form to identify problems, improve the process, etc.;

- the states/territories be assisted in collecting and organizing information both for the national documentation process and to help them communicate effectively with their state clients;

- a more comprehensive documenting of services be supported to provide a more complete picture of state/territory activities; and

- the states/territories be assisted in obtaining client feedback on their services to get a more complete reading on the perceived value and use of the services.

Appendix A

LIST OF PARTICIPATING STATES

Alabama

Alaska

Arizona

Arkansas

California

Connecticut

Georgia

Idaho

Illinois

Indiana

Iowa

Kentucky

Massachusetts

Michigan

Minnesota

Montana

Nebraska

New Hampshire

New York

Oregon

South Carolina

Tennessee

Texas

Vermont

Washington

Wisconsin

District of Columbia